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Standards for Religious Teachers of  
Catholicity Classes

Very Rev. John J. McManis, C.S.B., S.T.D.

Equipment for an Educational Radio Station

William J. McManis, S.T.D.

The School Library: A History

Stella M. Lovale, S.C.N.

Recent Books for the Classroom and Library

THIS IS THE 19th ANNUAL  
SCHOOLBOOK AND LIBRARY NUMBER



Volume 52, No. 2

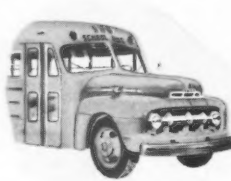
February, 1952

# Oneida

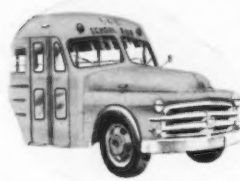
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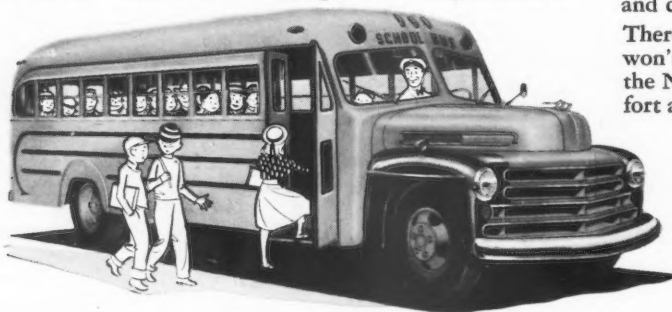
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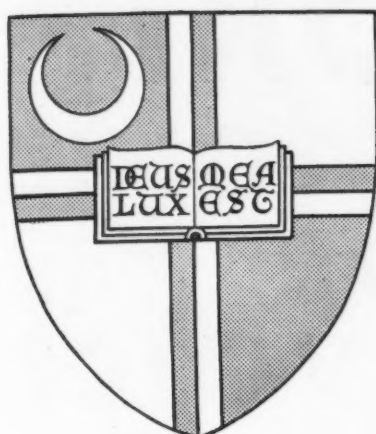
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# The CATHOLIC SCHOOL JOURNAL

*Contents for*

Volume 52

Number 2

February, 1952

## BOOKS FOR CLASSROOM AND LIBRARY

This is the 19th Annual School-book and Library Number of the CATHOLIC SCHOOL JOURNAL. Many of the feature articles and practical aids chosen for this issue deal with the problems of choosing the textbooks and reading material for your students and teachers. One feature is a history of school libraries in the United States.

On pages 62 to 70 you will find our Annual List of New Publications for Classroom and Library. This list will bring to your mind many titles which you will wish to consider for use in your schools. The list is the result of co-operation between the publishers and the editorial staff of your JOURNAL. We also present more than the usual number of regular descriptive reviews of recent new books of educational interest. And many of the publishers carry their announcements in the advertising section.

This issue of the CATHOLIC SCHOOL JOURNAL will help you to make out your list of new books which you should order before the closing of school for the summer. It will also help you to observe Catholic Press Month, Catholic Book Week, and Bible Week.

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# Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler\*

## S.V.E. ANNOUNCES FOUR NEW FILMSTRIP RELEASES

A most diversified range of subjects have been added to the film-strip library of the Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Ill., according to their recent announcement.

Titles of film-strip sets just released are — "Phonics: A Key to Better Reading"; "Alice and Jerry Reading Series, Second Grade Set"; "Plants, Animals, and Insects"; and two more titles to the "Child Care" series.

*Phonics: A Key to Better Reading.* A series of six full-color film strips for primary through junior high school grades. Captioned drawings explain word sounds and offer exercises for identification and practice. These strips were designed to excite the interest of children who have difficulty in learning clues necessary for easy and effective reading. They offer many opportunities to learn a useful method of associating sounds with printed symbols. Special attention is given to hearing and saying sounds, and to hearing and saying words.

Individual titles are: "Let's Start With Key Words," "Make Words Work for You," "Your Eyes and Ears Are Good Helpers," "Vowel Sounds Help You," "Test Yourself on Sounds," and "Help Yourself Read." Each film strip averages 34 frames.

*Alice and Jerry Reading Series, Second Grade Set.* This is another in the popular group of sets designed to correlate with the Alice and Jerry Readers published by Row, Peterson & Co. The Second Grade Set correlates with the text "The New Friendly Village" and aids in second-grade word recognition. It presents through subtitled photographs the varied customs and activities typical of various U. S. areas. As with all the sets in this series, this one is also suitable for use with other basic reading texts.

Individual titles are: "On the Sandy Shore," "On the Mountains," "On the Great Plains," "A Summer in the South," and "Navaho Indians." Each film strip averages 45 frames.

*Plants, Animals, and Insects.* A set of four full-color film strips from colorful, original, scientifically accurate drawings with a few photographs prepared co-operatively with Row, Peterson & Co. This material correlates with their Basic Science Unit texts and was developed for the intermediate through the junior high school grades. This interesting material aids in the development of a pupil's ability to recognize different animal and plant life from identifying characteristics and extends experiences with these things. They provide testing material to determine pupil's mastery and stimulate independent study and research.

Individual titles are: "Living Things," "Tell-

ing Trees Apart," "Seeds and Seed Travels," and "Insects and Their Ways." Each film strip averages 48 frames.

## NEW FILM DEMONSTRATES HIGH-SPEED PHOTOGRAPHY

A new 15 minute 16mm. sound motion picture which provides a concise graphic demonstration of the ability of a high speed motion picture camera to "magnify time" has just been announced by the Eastman Kodak Company.

The film "Magnifying Time with the Kodak High Speed Camera" begins with the statement that time is no longer bound by the clock; that time control is now possible with a high speed motion picture camera.

To prove the point, and to show various applications of the camera, the film proceeds to illustrate how every movement from dropping an egg in a frying pan to the implosion of television tubes can be slowed down to a snail's pace for leisurely study and analysis. Sequences in this series include motion picture studies of explosions, the operation of relays, studies of cam action, the performance of a solenoid operated curtain, and vacuum coating of metals and plastics.

During the course of the demonstration, the film points out that since the Kodak High Speed Camera exposes 100 feet of motion picture film in about 3 seconds — while the film whizzes along at approximately 50 miles an hour — time is multiplied by a factor of about 200 and, as a result, any movement or action which is too fast for the eye to follow in the normal course of events can be studied on high speed film. This will provide the engineer or researcher with the rare advantage of seeing what really happens when things take place "quick as a wink." The camera, the film points, but, literally "sees into the invisible."

"Magnifying Time" will be available on loan without charge to businesses, industries, organizations, and schools interested in the high speed movies. Bookings can be arranged by addressing Camera Club and School Service, Eastman Kodak Company, Rochester 4, N. Y.

Three outstanding, one-of-their-kind new agricultural film-strip series in full natural color: "Selection of Breeding Stock — Beef"; "Selection of Breeding Stock — Sheep"; and "Selection of Breeding Stock — Hogs" have just been released by the Audio-Visual Division, Popular Science Publishing Company, 353 Fourth Avenue, New York 10, N. Y. A production schedule of more than six months of continual shooting has resulted in pictures of animals in all stages of development, thus making available to agricultural and livestock students, 4H Groups, G.I. vocational programs, Future Farmers of America, Granges, and all other farm and animal husbandry pro-

grams, visual teaching aids of exceptional quality and fidelity.

Each of the three new livestock film-strip series consists of two full-length film strips, one devoted to the male and the other to the female of the species, with emphasis on points that teach students to recognize and evaluate best breeding characteristics of the animals. Each series comes with a helpful Teaching Guide that provides ample background, development and review material to teachers and group leaders.

## TEACH-O-FILMSTRIPS

Continuing its policy of producing teaching film strips for all areas of established elementary, junior and senior high school curricula, the Audio-Visual Division of Popular Science Publishing Company, 353 Fourth Avenue, New York 10, N. Y., announces release of six new Teach-O-Filmstrip series for three subject fields, Language Arts, Elementary Arithmetic, and Science.

For Language Arts, Popular Science provides two new-teaching film-strip series, both in full color, both skillful instructional aids that convert abstract ideas into concrete visualizations that make difficult concepts easy to grasp. The first, "Goals in Spelling," consists of six full-length color film strips made in co-operation with the Webster Publishing Company. "Goals in Spelling," which totals 263 frames, is designed for use in elementary grades, four through six, to develop an understanding of the sounds that make up words and speech.

The second new Language Arts Teach-O-Filmstrip series, "Coach for Good English," consists of six full-length color film strips, each dealing with another aspect of sentence structure, geared to grades seven through nine. Both "Coach for Good English" and "Goals in Spelling" are accompanied by completely illustrated Teaching Guides; each series with Guide is packaged in a sturdy hard-cover file container.

For elementary arithmetic, Popular Science has produced "Adventures with Numbers," in co-operation with The Webster Publishing Company. In full-color, this six film-strip series is for grades four through six. Using a functional approach, it teaches children how arithmetic principles and processes grow out of and fulfill the needs of daily life. It is a masterpiece of concrete visualization that employs cartoons, drawings, clever charts, and other eye-appealing techniques to make abstract ideas understandable and readily retained. Complete with illustrated Teaching Guide and hard cover file container.

For Science, Popular Science releases three new full-color film-strip series: "The Life Span," "Physical and Chemical Changes in Everyday Living," and "Health and Personal Appearance," all three made in co-operation

(Continued on page 8A)

\*Editorial Consultant for Visual Aids.

# **GOOD CATHOLIC FILMS...??? Certainly...!**

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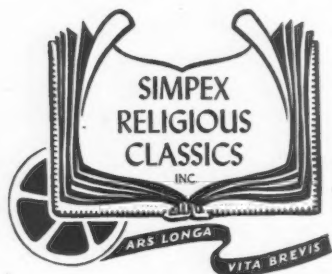
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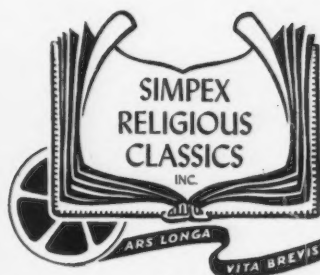
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## Audio-Visual Aids

(Continued from page 5A)

with The L. W. Singer Company, Inc., publishers of *The How and Why Science Books*. Each series follows a new horizontal-vertical structure, covering the same subject in each strip, but with increasing complexity for higher grade levels. Each series, therefore, provides one strip each for lower, middle, and upper elementary divisions. A fully illustrated comprehensive Teaching Guide, containing many suggestions for subject development and review, accompanies each series. The three full-length color strips and the Guide for each series are packaged together in a permanent, hard-cover file box.

## ENCYCLOPAEDIA BRITANNICA FILMS, INC.

The fundamentals of international trade, its problems, policies, and influence on the daily lives of people of every country, is the subject of a new two-reel educational motion picture, "World Trade for Better Living," released by Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Ill.

"World Trade for Better Living" was produced with four specific objectives in mind. First, to illustrate the importance of world trade on the economic welfare of all countries. Second, to define the nature and principles of world trade and problems which have arisen in connection with it. Third, to show the obstacles which tend to prevent the increase of

world trade. Fourth, to explain the policies which contribute to a world trade with greater volume, better balance, and more freedom.

The film opens on board a freighter in port. The captain of the ship turns from his work to explain to the audience the importance of world trade, its implications, and effect upon every nation. He explains the various activities of the port and in following scenes the story of sugar, tin, cotton, and wheat is told as examples of the passage of goods from their source to world ports.

The four stages in the life cycle of the butterfly and the habits and activities of each stage are demonstrated in a new one-reel, full-color educational motion picture "Monarch Butterfly Story," released by Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Ill.

"Monarch Butterfly Story" is the latest addition to EBFilms series of motion pictures on animal and insect life. It was specifically planned to portray the consecutive steps in the life cycle of the butterfly and in a broader sense to illustrate the basic problems of adaptation and reproduction characteristic of similar animals.

Intended for middle grades science and language arts classes, this film is designed to provide a stimulus for further study and observation, not only of butterflies, but also of other types of insect and animal life. "Monarch Butterfly Story" is closely related to such other EBFilms as "Mosquito, Honey Bee, Ants, House Fly, Spiders, Moths, Beetles, Aphids, and Pond Insects." Because of its close correlation with middle grades science classes, this film may be used for school assembly programs, for scout and nature study groups, and for adult groups desiring educational program material.

## New Biographical Films


Six new biographical films have been released by Encyclopaedia Britannica Films making a total of 26 films now in EBF's basic library of Great Men and Women of the World. Included in this series are films on the lives of famous authors, statesmen, explorers, and, with the addition of these six new films, builders of America. Each of these people played an important role in contributing to the formation and development of the United States.

*Builders of America* concerns the lives of an inventor, educator, president, advocate of women's rights, a leading figure in the fight for freedom of the Negro, and a builder of American industry.

Titles of the six new film biographies are Eli Whitney, Horace Mann, Abraham Lincoln, Susan B. Anthony, Booker T. Washington, and Andrew Carnegie.

Previous titles in the library are Story of Christopher Columbus, Washington Irving, James Fenimore Cooper, Henry Wadsworth Longfellow, Louisa May Alcott, Oliver Wendell Holmes, John Greenleaf Whittier, Daniel Boone, John Charles Fremont, Lewis and Clark, La Salle, Benjamin Franklin, Thomas

(Continued on page 10A)



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## Audio-Visual Aids

(Continued from page 8A)

Jefferson, George Washington, Alexander Hamilton, John Marshall, John Quincy Adams, Andrew Jackson, John C. Calhoun, and Daniel Webster.

As is true in all previous biographies, the six new films are designed to fulfill several educational purposes. As the life of each of these persons is re-created, the film biography reconstructs the childhood environment and the situations and character drives which formed the basis for their future greatness. Specific incidents in their lives which influenced the course of history or changed the pattern of American development are re-created. Each film examines the special skills which made these people the effective personalities they were, recounts their contribution to American life, and explains how these changes continue to be important today.

All 26 films in the series on Great Men and Women of the World are two-reel, 16mm., black and white sound motion pictures, and have a running time of 17 minutes. They are intended for specific use in junior and senior high school history, civics, and social studies classes, and for all adult groups.

A new series of motion pictures illustrating phases of the life and habits of a variety of North American birds has been released by Encyclopaedia Britannica Films. The series consists of four films, three under the general

title of Birds of North America and the fourth, Birds of the Seashore.

All four films are 16mm. full-color educational sound films and were produced by the National Film Board of Canada in co-operation with the Dominion Wildlife Service, Department of Mines and Resources. The series is designed to supplement textbook material on the study of birds and to develop interest in ornithology among young people. These four films show identifying features of many different birds and explain habits of nesting, feeding, protection of the young, and ways in which birds are helpful to man. Closely related to such EBFilms as Water Birds, Birds are Interesting, Robin Redbreast, and Birds of Prey, these four films are intended for middle grades, science and language arts classes, and for adult groups.

### CORONET ANNOUNCES THE RELEASE OF SIX NEW FILMS

Here are six new 16mm. educational sound motion pictures released by Coronet Films in November. They cover important topics such as spelling, cleanliness, guidance, better teacher-pupil relationship, rhythm, and many related subject areas. The following is a brief description of each film:

Improve Your Spelling (1 reel, sound, color or B & W). Almost all high school pupils could profit from various hints on how to acquire better spelling mastery for the achievement of improved grades and social and voca-

tional success. This film covers such helpful points as becoming conscious of the way words "look," recording troublesome words, aiding the pupil in giving more attention to these words, and developing an awareness of elementary spelling rules. This film will undoubtedly make the achievement of proper spelling seem an easy and natural consequence of a simple systematic approach.

### Junior High, Senior High, Adult

Feeling Left Out (Social Maturity) (1 1/4 reels, sound, color or B & W). The intense desire of every boy and girl to "belong" and to achieve a feeling of importance among his or her friends is often thwarted and unsuccessful and, therefore, results in the common feeling of "being left out." This film is aimed at developing sympathy and understanding for the socially isolated and offering suggestions for overcoming this condition. Since most students at one time or another experience this psychological difficulty, a motion picture such as "Feeling Left Out" will enable them to cope more casually with an important phase in their young lives.

### Senior High (Some Junior High), Adult

How Billy Keeps Clean (1 reel, sound, color or B & W). Here is an excellent health film to show boys and girls how to keep themselves clean and to motivate interest in keeping clean by explaining why cleanliness is important to good living. Billy discovers the skills involved

(Continued on page 35A)



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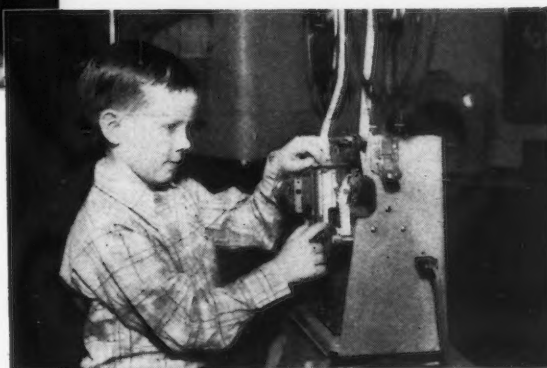
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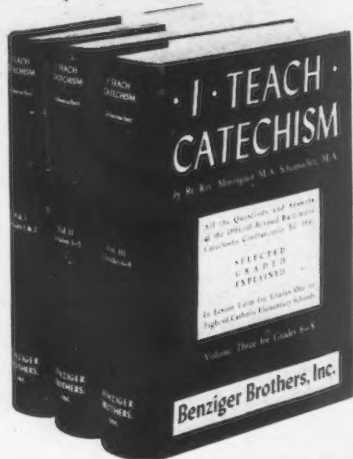
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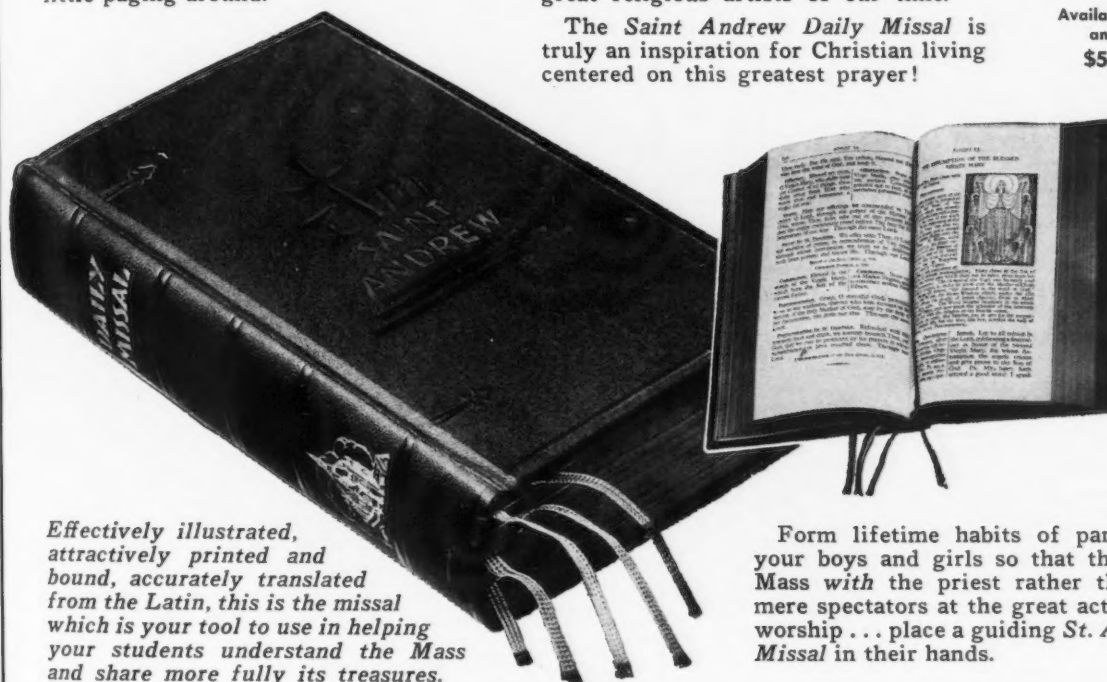
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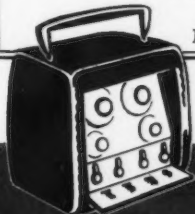
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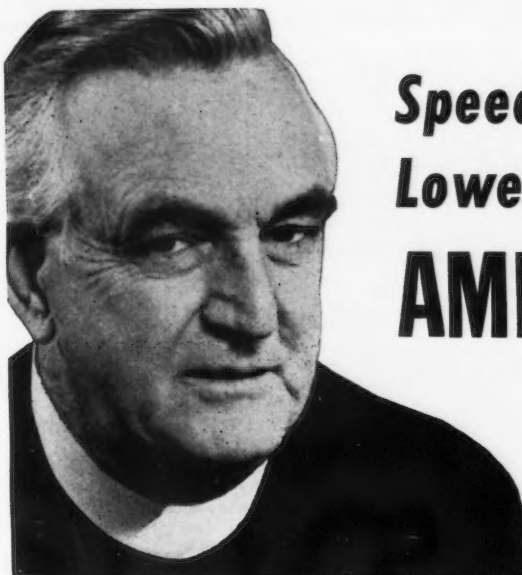
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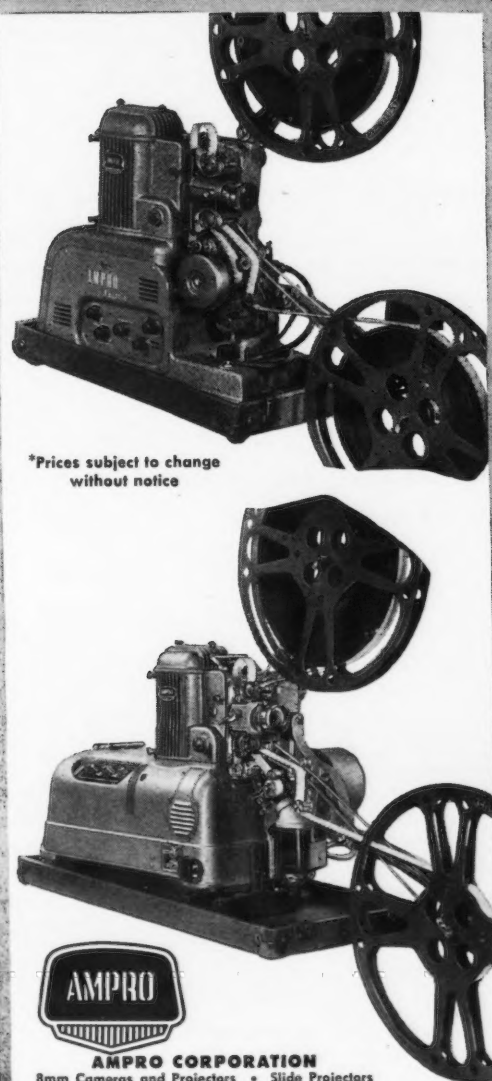
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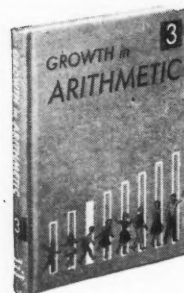
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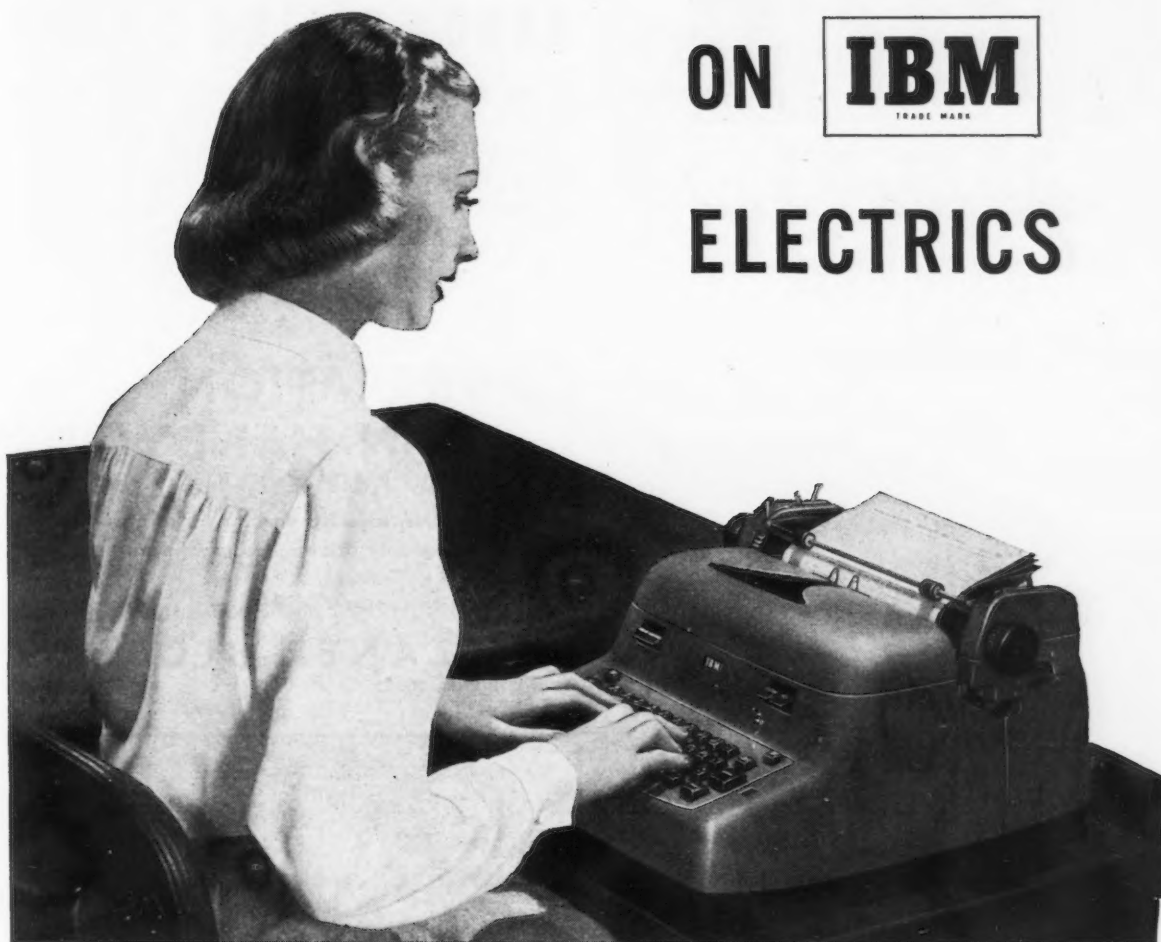
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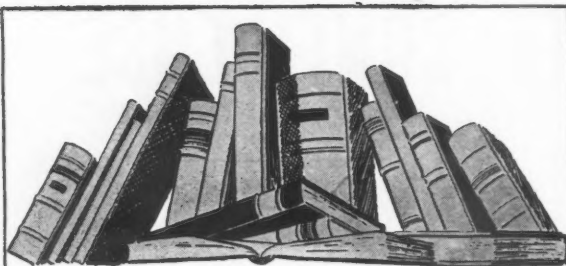
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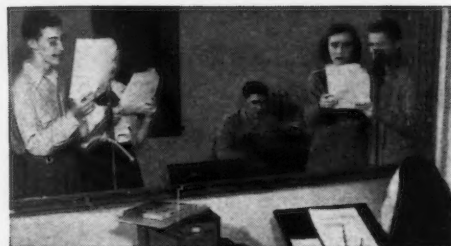
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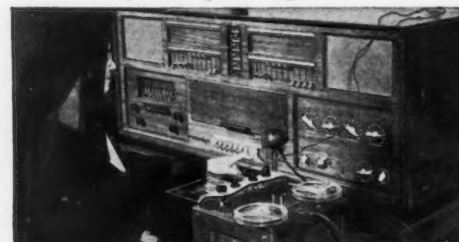
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# The CATHOLIC SCHOOL JOURNAL

Vol. 52

FEBRUARY, 1952

No. 2

## Virtues of the Teacher—

### Humility, Patience, Justice, Truthfulness

*Rev. Theodore A. Opdenaker, M.A., S.T.B.\**

TEACHING is the highest and most difficult of all the arts. And, as in other arts, the personality of the artist will inject itself into its object. Good teaching is sincere and personal. It grows out of the experience of the teacher and is related to the experience of the pupils—the experience of this teacher and this class. And it is this that makes Christ in His Incarnation the most important event in the history of education. For a teacher may borrow his thoughts from a textbook to teach a subject, but no book can ever show him how to teach an intellectual being. Teaching as the life of Christ exemplifies is built upon experience. Successful teaching means growing with the pupil. "And Christ advanced in wisdom, age, and grace among men." There is no growth, no development without life. A book in itself is but a static instrument in the education of a child and can be of service to a teacher only if he is able to revive the contents through the instrumentality of his own thoughts, just as the rose grafted to a wild rosebush can grow only when the mother branch has life enough to nourish it. Christ once and for all proved that a pessimist should never become a teacher. He who does not believe in life cannot impart it. He who does not have the spark of Eternal Life in his soul cannot impregnate the minds of pupils with the knowledge of Things Divine.

#### The Humble Teacher

The teacher worthy of the name must do more than his duty. The fulfillment of duty gives satisfaction to oneself or to those who expect it to be done. The highest aim for a soldier is to do his duty; for a teacher it is the lowest. Christlike teaching

begins where duty ends. "When you have done everything that was commanded you, say, 'We are unprofitable servants; we have done what it was our duty to do.'" Genuine teaching means to acknowledge a partnership with a child on a basis of co-operation, and to acknowledge such co-operation the teacher should conform himself to the growing needs of the pupil. To see the needs of others is to be devoid of all sense of self. And this unselfishness finds its expression in the Christian virtue of humility. "Whoever, therefore, humbles himself as this little child, he is the greatest in the kingdom of heaven."

A humble teacher does not thrust himself upon a child, for an intellectual creature should never suffer a mental or emotional enslavement. In order to avoid the creation of an unnatural dependency beneath the dignity of a child of God the teacher's relationship with the pupil should always be one of sharing. And this sharing is a true sharing, for the teacher is always aware of the gifts of the child. He will eagerly listen to the voice within the child asking the teacher silently to know himself. The pure eyes of a child are a challenge to any teacher to make himself worthy of the trust placed in him. The child's presence makes him aware that unspoken thoughts have power. "Blessed are the pure of heart, for they shall see God." A real teacher, one who has the love of Christ in his heart, will pause before entering the classroom for a moment's meditation to assure himself that no haunting thoughts of a personal nature have filled his consciousness. "He must increase, but I must decrease."

#### The Patient Teacher

Patience is humility's constant companion. There is no streamlined way to

knowledge; there are no short cuts to understanding. Intelligence is expressed in good habits. Therefore it has to be trained. If a teacher is patient with a pupil, the pupil will be patient with himself, and will not let defeat enter into his life, even though he be the slowest in the class. A good teacher watches the development of the pupil with the same patience as he watches the growth of nature. For as Christ Himself has said: "First the blade, then the ear, then the full grain in the ear" (Mark 4:28). Teaching is developing; it is like the sunray which unfolds the bud. And as the sun is God's agent in the development of the crops, so too the teacher is God's instrument in the development of minds. "I have planted, Apollos watered, but God has given the growth. So then neither he who plants is anything, nor he who waters, but God who gives the growth."

An experienced teacher will never be disturbed by a delinquent student. For he will always find time to prove to such a child that he is harming himself alone. Thus the pupil learns to take responsibility for himself and comes to understand that he must face and solve every problem presented to him in school or in life, and to realize that in this he is favoring no one but himself. In this way will the child grow to realize that character is man's own achievement. It is the result of one's own endeavors. It is fruit of personal effort.

Man forms his character as he gathers and organizes knowledge, as he learns to control his attention, as he establishes his habits, as he cultivates his memory, as he develops his imagery, as he directs his interests and desires, as he controls his emotions, as he forms his judgments, as he reasons out his decisions. Charac-

\*St. Mary's Rectory, 194 Center St., Perth Amboy, N. J.



ter is fashioned by every thought and every volitional act. Character formation is the important business of life.<sup>1</sup>

The teacher filled with the patience of a Job will use blame and praise with the utmost of prudence, so that these helpful weapons of education do not become blunt. He will always find time for related humor as a stimulant, and he will approach a child with a youthful mind, knowing that real respect is not established by remoteness but through mutual understanding. Such a teacher will always avoid giving discouraging criticism and sarcasm, perceiving that the classroom is a gateway to the land of hope.

### The Just Teacher

Patience in the life of a teacher should give birth to a real sense of justice, for justice gives him a proper sense of proportion. That which is close at hand may become too significant. How much wrong is done through magnifying a pupil's actions! Therefore a just teacher removes himself mentally from his surroundings in order not to lose the untouched objective standpoint. Like Christ he will always despise evil but show real charity toward the wrongdoer. He avoids conclusions in regard to the pupil which are founded on conjectures rather than on facts. He is also careful with snap judgments, and never utters a complaint that a child has suddenly changed. In truth nature does not jump — it grows, it develops. If a child suddenly shows undesirable traits, he gave them harbor long ago and they are often the result of bad surroundings. There are no actions which have not previously been thoughts and no thoughts which have not been introduced from without. Therefore a sudden discovery of negative qualities in a child speaks more against an association than against the child. How many neurotic cases among children could be avoided if those who are close to them would, in an early stage, watch to inspire them with the proper example.

Sometimes adults speak of the crisis in a child passing through the period of adolescence. This judgment is also wrong and fits only when approaching a child with moral indignity instead of Christian understanding. The period of adolescence is as natural for the child as are his too long arms and too thin legs, which nobody would condemn.

The adult should hesitate before reproving a child for weaknesses lest he find that his disapproval of them is rooted in his own faults. Emotion is not an effective approach to a child, and a display of superiority on the part of the teacher pushes the child back into the line of defense where hate and lies are waiting to help him regain some of his lost prestige.

<sup>1</sup>Cf. *Educational Psychology*, William A. Kelly, Ph.D., The Bruce Publishing Co., 1938, p. 283; also Chapter XVIII, "Constructive Discipline," pp. 264, 277.

There are veiled injustices as well. A teacher who will allow certain things to pass several times and frown on them the next time may, in his own eyes, be justified, but never in the eyes of the child. The child because he is simple and clear sighted, feels unbalance in adults as a seismograph senses the earthquake. This keen childish insight often sees more in a

### TRUTHS FOR THE TEACHER

✦ The teacher worthy of the name must do more than his duty.

✦ Genuine teaching requires co-operation of teacher and pupil.

✦ How much wrong is done through magnifying a pupil's mistakes!

✦ Laws, regulations, and rules are made to assist judgment, not to replace it.

✦ The measure of good teaching is the number of pupils to whom the teacher is more than just a teacher.

teacher than he might want to know about himself, and reacts in a way which is not to be underrated.

The teacher should be made to understand that a veiled injustice also exists when a teacher chooses the more intelligent pupil for a desirable task which might have been done by one less gifted. The former does not need encouragement to go on the intellectual adventure; the latter needs additional incentive. No child should be given a reason for resentment; he might have become a cornerstone, but was rejected by the builder.

It might be well for the teacher to bear in mind that there might be a third kind of injustice; injustice through fear of responsibility. A just teacher is courageous, stands for his decisions, never hides his own reasons behind rules, and never shifts his own judgment upon dead letters. Laws, regulations, and rules are the results of insight and experience, and are necessary as long as a human being has to live with others. They are precious instruments of education, and are made to assist judgment, not to replace it. Therefore, a teacher should have the regulations in his head and not his head steeped in regulations. He should walk upright. When there is no freedom of judgment, there is servility but no service. That teacher who best serves the child, best serves the school. Rules, unless they are filled with life and blood, cannot cope with the multiple human variances, and they walk like skeletons among the living. A child may not want more than justice, but he will not accept less.

### The Truthful Teacher

There can be no genuine teaching without truthfulness. The teacher begins with himself and pours truth into the most insignificant happenings of the day. Therefore he should always give his thoughts adequate expression. Knowing that every sentence contains a judgment, he should avoid colorless attributes such as "bad" or "good" to cover the whole scale of negative or positive ideas. What echoes of truthful expression of thoughts and feelings in a child can the teacher expect if he himself is not able to reveal them truthfully and hides more than he expresses. He will also say no more than his thoughts contain; he will not threaten punishment which he does not mean to inflict. Whenever a child bluffs or lies, let the adult look first at himself; a child reflects unspoken thoughts and suffers most from the struggles within an adult. When a child asks questions, let them be answered truthfully and tactfully under all circumstances. Curiosity has never been silenced with a lie, but often made morbid.

A truthful teacher will not bestow on a child the behavior of a grownup. A pruned tree in a French garden is still a tree, but a child, curtailed in his naturalness, is no longer a child.

There is neither value nor truth in making the pupils compete more than co-operate. True relationship is based on consideration. When will power is developed, the child becomes a strong and perfect Christian. The victor and the vanquished should exist only between man and things. A truthful teacher does not wish to make a pupil believe that he, the teacher, is without faults. A child never loves in a person that which he cannot understand.

### Confidence in the Teacher

When a teacher possesses these virtues — humility, patience, justice, and truthfulness — an uncourted quality, confidence, enters the classroom like an invisible guest and stays as long as the teacher and pupil remain together. Confidence cannot be entirely grasped intellectually. It is a mutual reflection of attractive qualities between teacher and pupil, like an invisible electric current which sometimes becomes visible like a spark. When a pupil wants to speak of private matters to a teacher he has responded to the teacher's confidence. At this stage real teaching begins; here, teaching rises to the level of true education. Let there be no mistaking, one may have excellent book knowledge and even be able to share it, and yet be a poor teacher.

The measure of good teaching is the number of pupils to whom the teacher is more than just a teacher. The desire to learn is inherent in a child; otherwise it would never have learned to walk or speak. But the emotional side of a child is also present and must be taken into consideration. There are no interests or motivations without instincts; all school wisdom is

sterile, like gold in a cave, when its aim does not include the improvement of the character of the child. Fear condenses instincts into the negative; confidence shapes them into the good. Let a teacher be careful not to hasten the confidence of a pupil, but wait patiently until he is ready to give it. Only through trust will a child eventually develop inner freedom which will disengage him from being busy with himself.

#### Love and Understanding

A teacher cannot force a child to love him, but he can create the conditions for it. If he is not able to do this, he is not the ideal teacher, for a child cannot learn from him how to acquire the love of others, how to make friends, and how to become a respectful citizen. Nothing is more harmful to a child's confidence than a teacher who, instead of being a guide and a friend, becomes a watchman. Spying only increases unpleasant manifestation in a child. Let it be remembered that if a teacher cannot awaken higher interests as compensation

for these manifestations, his criticism remains negative. Under such conditions, it is wiser to ignore than to judge.

By bestowing upon a child vitality, nature has created its loveliest exhibition. The teacher should encourage rather than suppress the vital thoughts of a pupil. But in encouraging vital thought the teacher should have care to direct those thoughts ultimately to the norm of Eternal Truth. A child's thoughts, because they are simple and result from immediate motives, are precious revelations to the educator. Let a teacher be aware that it is a privilege to be with a child, since he can learn much from a child. One's being old is not a virtue, it is an experience. Let an adult never look down upon a child, for such is the kingdom of heaven: a child is a being like the teacher and is governed and loved by the same Lord and Master.

The art of teaching—and teaching is an art rather than a profession—is to prepare the child to be able to discern between good and bad, so that he may be fit to

choose for himself in any situation by which he may be confronted. Life consists of choosing; to live well is to choose well. Unhappiness comes too often through a wrong choice.

Principles of good teaching are the foundations of education for every child. The methods of teaching must be adapted to the problems of the individual. The method is a compass which shows where the pupil is. The principles—humility, patience, justice, and truthfulness—radiate impersonal love, the only fixed point on which the educator can stand in order to move the youth. They are clear-cut footprints on the sands of time that lead to the Eternal Home of Him who is the Way, the Truth, the Life.

Direct, we beseech Thee, O Lord, our actions by Thy holy inspirations and carry them on by Thy gracious assistance, that every prayer and work of ours may always begin from Thee, and by Thee be happily ended, through Christ, our Lord. Amen.

### Minimum Background

## Standards for Religious Teachers of Confraternity Classes

*Very Rev. Francis J. Connell, C.Ss.R., S.T.D.\**

AT THE midyear period of the annual effort to educate our Catholic children in the Christ-life, it may be well for readers of THE CATHOLIC SCHOOL JOURNAL to consider standards for teaching the most important subject in Catholic schools and the only subject taught in Confraternity classes—religion. If the stress here is on the teaching of religion in Confraternity classes, that is because there are at least a half million more Catholic children in public elementary schools than in our own parish grade schools. These more than three million underprivileged children need the very best teaching of religion.

It is impossible to state in definite and concrete terms just how much knowledge of Catholic doctrine and of methods of teaching is required of a teacher of religion in order that she may be successful in her task of imparting the truths of faith to these children. Much depends on the particular circumstances in which she is placed—whether the pupils are in the higher or in the lower grades, whether they live in a Catholic community in which the truths of faith are seldom attacked, or in

non-Catholic surroundings in which the young folk are exposed to many objections against the faith, whether there is a considerable amount of time allotted to religious instruction or only a brief time into which all the essentials of the Catholic religion must be crowded in some way. Hence, we must confine our discussion to general principles, with the hope that these can easily be applied to concrete circumstances and will thus serve to solve the many problems that can arise in connection with the background in doctrine and in methods expected of the teacher of religion.

#### I. DOCTRINAL KNOWLEDGE REQUIRED OF THE TEACHER

The first principle in respect to the knowledge of Christian doctrine that the teacher of religion should possess is this: The teacher must know more than she aims to communicate to her pupils. In other words, no one can hope to impart even the fundamental teachings of the Catholic Church to a group of children unless she herself possesses a thorough knowledge of the truths she seeks to explain. This principle holds even in the case of children in

the first grade of the catechism class. My own memory goes back to the days of my youth, when the teachers of our Sunday school were devout men and women of the parish who volunteered to assist the pastor in his task of instructing the young. Most of these teachers considered that they were doing all that was required of them if they heard each child recite from memory the assigned lesson. There was little or no attempt to explain the meaning of the answers which we recited, with more or less facility, word for word. The knowledge which these good, simple people possessed of the doctrinal content of the Catechism was probably no greater than that of the pupils.

Now, while the zeal and the good will of those teachers of a past generation were most praiseworthy, it cannot be said that they really *taught* Christian doctrine to the children. Fortunately, with the passing of the years, because of the advance of general education in our land, and particularly because of the noteworthy progress in the efficiency of the teachers of religion in the Confraternity of Christian Doctrine, the situation which I have described has been greatly improved. Yet, undoubtedly a

\*Dean of the school of sacred theology of the Catholic University of America, Washington 17, D. C.



greater improvement is possible and desirable. A deeper knowledge of the content of religious truths should be urged on all persons, whether religious or lay, who aspire to teach Christian doctrine. Let me mention briefly four ways in which this improvement can be sought:

*First*, the teacher should strive to acquire a *scientific* knowledge of the Catholic religion. I hope that this statement will not sound too formidable, as if it meant that everyone who essays to teach the Catechism must have as profound a knowledge of the truths of faith as is expected of the trained theologian. What I mean is that the teacher of religion, even though her pupils are only in the first grade, should be able to present the doctrines of the Catholic faith in a logical, reasonable, and convincing manner. She should not be content with merely proposing the content of the Creed, and when questioned as to the meaning of the articles give a reply that is nothing more than a repetition of the brief formulas found in the Creed itself. Some manner of explanation that will make even the sublime mysteries of the faith easier to grasp should be attempted, so that even the youngest pupils will perceive that faith is not opposed to reason. Furthermore, the teacher should be equipped with a simple form of argumentation that will demonstrate the reasonableness of accepting the claims of the Catholic Church to be the authorized exponent of God's message to mankind.

*Second*, the teacher of religion should be prepared to explain the fundamental *moral* doctrines accepted by the Catholic Church. In our catechetical textbooks there is a notable distinction between the treatment of basic dogmatic truths and the treatment of basic moral truths. Considerable attention is given to the former, or speculative doctrines, such as the existence and the nature of God, the divinity of Christ, the foundation of the Church, the authority and infallibility of the Pope; whereas not sufficient emphasis is placed on such very important doctrines of the practical order as the existence of the natural law, the nature and formation of conscience, the freedom of the will, the influence of ignorance and emotion on human liberty, etc. Now, in view of the widespread rejection of even the primary principles of morality at the present time, the teacher of religion should be able to expound such principles to her class — always, of course, in proportion to the age and the intelligence of those whom she is instructing.

*Third*, familiarity with the particular needs of the times is one of the essential qualifications of a good teacher of religion. The teacher of public as well as Catholic high school pupils must be able to explain Catholic doctrine with reference to current problems, the subjects about which people are talking, and especially the objections that are being brought up against the Church and her teachings. For example, at

### SOME NECESSARY ATTRIBUTES

- ✦ The teacher must know more than she aims to communicate to her pupils by acquiring a scientific knowledge of the Catholic religion.
- ✦ The teacher must be able to explain basic moral truths as well as basic dogmatic truths.
- ✦ The teacher must be able to explain religion in terms of current social problems as well as attacks on the Church.
- ✦ The teacher must know how to question her class.
- ✦ The teacher should acquire a store of anecdotes, analogies, and examples to help her pupils to understand the instructions.
- ✦ The teacher must develop a supernatural love for the souls of her pupils.

the present time the teacher should be ready to discuss the appointment of an ambassador to the Vatican and to explain why it does not involve any infringement of the American principle of the separation of Church and State. Similarly, she should be able to treat intelligently such problems as mercy killing, divorce, the participation of Catholics in non-Catholic religious services, the ethics of warfare, and to present the Catholic stand on these questions.

*Fourth*, the teacher of religion should be provided with a sufficient supply of examples, anecdotes, and analogies to make her instructions interesting and to facilitate the understanding of the doctrines she expounds. However, she must not forget that these pedagogical helps are only accessories, otherwise she is liable to devote so much time and emphasis to these secondary factors that the primary factor, the doctrine that is being taught, will be submerged and will not make a sufficient impression on the minds of the pupils.

### II. METHODS TO BE KNOWN BY THE TEACHER

To what extent should the teacher of religion be familiar with pedagogical methods in order to fulfill her task efficiently? It may happen that she is a professional teacher who has had the advantage of a formal course in pedagogy. However, even though she has not had this advantage, she still may be a very successful teacher of religion if she applies to her work a few basic norms of good teaching, with particular reference to religious teaching. I suggest the following three points:

*First*, the good catechist should be able to make the proper applications of the lessons she teaches to the actual needs of her pupils in such a way that both the general principle and the particular application will be perceived and accepted. In this matter two extremes must be avoided. On the one hand, her presentation of the truths of Christian perfection must not be so idealistic that they will seem to have no bearing on the lives of the children whom she is instructing. For example, a teacher would fail in this respect if, while proposing St. Aloysius as the model of youth, she overemphasized his extraordinary penances and habits of prayer, leaving the children with the impression that these practices themselves, rather than the spirit which motivated them, are expected of those who would strive for holiness.

On the other hand, she must be careful lest she fail to point out sufficiently the supernatural principles that constitute the foundation of Christian perfection. Thus, she might describe the work of the foreign missions so glamorously that the pupils would look on it as a thrilling adventure, rather than as a manifestation of a sublime degree of Christian charity in the soul of a man or woman. In a word, the efficient teacher of religion must be able to select from the lives of the great heroes of the faith deeds that are within the range of the youth of today while making it clear that they are to be imitated, not because they are naturally attractive, but because they are the fruits of the life of supernatural grace.

*Second*, the ability to propose questions properly is very necessary for a good catechist. The essential requirements of a good pedagogical question are brevity and clarity. The question must be free from unnecessary verbiage; it must be expressed in such a manner that the average child will know at once just what is being asked. Generally speaking, a question which calls for an explanatory answer is preferable to one which calls for a merely categorical answer. Thus, if we compare the question: "What kind of sin is it to damage people's property?" with the question: "Is it a sin of injustice to damage people's property?" we shall see that the former is the better type of question, in that it calls for the answer: "A sin of injustice," whereas the latter is answered by the laconic, "Yes." A disjunctive question is likely to confuse a younger child. The teacher who asks a pupil of the lower grades: "Is extreme unction a sacrament of the dead or a sacrament of the living?" runs the risk of hearing the answer: "Yes."

It seems hardly necessary to say that questions of a personal nature based on what the teacher believes to be actualized in the home of the pupils should never be employed. If a teacher, anxious to convey the lesson that attendance at Mass is a required feature of Catholic life, asks one of her pupils: "What does your father



always do on Sunday morning?" she may receive the answer: "He stays in bed."

Third, and finally, the successful catechist must be imbued with divine charity. This may seem like a platitude; yet, it is so important for anyone who undertakes the work of catechetical instruction that it must be mentioned whenever we discuss the requirements of a teacher of religion. The teacher must not merely be kindly and patient in dealing with the pupils, for that is a basic rule of pedagogy, even in the natural order. In addition, the dominant motive of her work must be an ardent supernatural love for the souls committed to

her care, and a deep concern for their spiritual welfare. It can easily happen that the teacher of religion—especially if she is gifted with a high degree of pedagogical ability—will come to regard the imparting of religious truth to the minds of her pupils as the ultimate objective of her endeavors. This is a mistaken notion. The intellectual grasp of the truths of faith, important though it is, should be regarded as a means to a further end, the attainment of eternal salvation. The proper orientation of the youth under her care, their growth in Christian perfection and in loyalty to the Church, and eventually the salvation of

their immortal souls should be the supreme goal for the good teacher of religion. Whether she be a lay person or a religious, she must ever bear in mind that those who listen to her words are in the most impressionable period of life, and it must be her ambition to impress on their souls the image of Christ. In a word, the most essential factor of her preparation for the sublime task of teaching religion must be an ardent desire to contribute the fullest measure of her abilities toward fostering the supernatural life of grace, both for time and for eternity, in the little ones of Christ's flock.

## Music Appreciation Can Be Taught

Sister M. Alodia, Fel.O.S.F.\*

**H**APPINESS and pleasure in the sounds of music is only one phase of music appreciation. Listening, however, is not enough. One must know what to listen for in order to enjoy the untold beauty of music. The essence of every musical experience is listening, and until this ability is established it is futile to undertake the study of music appreciation.

The personality of the teacher focuses the interest and attention of the children and it will depend entirely upon her to enrich the musical experiences of her charges and develop in them a love for the best music. It is here especially that the ingenuity of the teacher will be obliged to function to its fullest capacity.

### The Composer's Idea

All listeners whether musically trained or not, will have their pleasure in any piece increased by knowing the meaning and interpretation the composer had in mind when he wrote. Since the children cannot help themselves on this score, it will be necessary for the teacher to provide the needed background. How much more pleasure would Chopin's *Polonaise in A-flat Major* have for all if they were aware of the story behind it! Before playing the record ask the pupils to visualize the spectacular procession of stately men, warriors, and beautiful women, who passed majestically through the corridors of the splendid palace, through the gardens which surrounded it, and finally, in deference, before the king. Tell the children of this ancient Polish custom and how, when working upon the composition, Chopin's imagination took such violent possession of him that he fancied that the walls of the room were flung wide open allowing the

entrance of galloping horses and gallant riders. The illusion was so great that he fled from the room, to which he could not be persuaded to return for several days. But becoming acquainted with the history of compositions is only one of the ways in which children can be taught the universal language of music.

### A Universal Language

It is possible, even for children, to gain general and sufficient information on all those fundamentals which contribute to the enjoyment of the grace and beauty of real music. Observation shows that there is a universal reaction among all people to the same elements of beauty which are rhythm, melody, harmony, form, and mood.

Develop the rhythmical feeling of children and you will be equipping them with another element required to cultivate good taste in music. The best way to lay a foundation for the study of musical rhythms is through games, dances, and forms of physical activity. Play a record of Sir Edward Elgar's *Pomp and Circumstance*, the *Blue Danube Waltz* of Strauss, or any other instrumental piece and invite the pupils to yield to the rhythmic suggestion of the music and live its spirit in motion. They will instinctively move in sympathy with the music. Singing games such as, "London Bridge" and "Here We Go 'Round the Mulberry Bush" offer excellent rhythmic practice. The steps of the game correspond to the rhythm of the music; the activities correspond to the musical phrases of the song. Counting, tapping, or clapping to the rhythm of songs is also effective. The rhythm band serves to develop discrimination not only in rhythms but also in colors, balance, and proportion. The children should discuss the selection. Is it quiet, bright, sad, or stirring? Are there contrasts which should be

played differently? Should all the instruments play every beat or only certain beats of the measure? Are there repetitions which should be played similarly? Used as an educational project and not as a showy piece of publicity the rhythm band is highly valuable. In a short time the pupils will be able to recognize that there is music that marches in a dignified fashion, music that skips along, music that gallops away, and music that hops. Once this power of discrimination is had, the pupils are ready to find, with the guidance of the teacher, the other elements of beauty found in music.

As a preparation for perception of form or design the pupils can be taught simple songs which illustrate repetitions; such as, "Gently My Johnny," "Lullaby," or "Noddy." To give practice in contrast, choose songs which are characterized by contrasting themes. A few of the tunes belonging to this category are the following: "Gigue," "Pastorale," and "Minuet." The six songs can be found in *Play a Tune of the World of Music Series*. Children learn quickly to observe the structure of songs and simple instrumental pieces when called upon to discover either similarities or contrasts in motives and phrases. This experience leads them to notice the melody.

### Notice the Melody

Melody which is another feature essential to beautiful music can be understood best during the singing period. The children will truly feel the beauty of a song only if a beautiful song is used. Their faces will show it and their voices will sound it. Here again the teacher's role is important for the type of song she chooses for her pupils will soon raise the standard of their musical taste and discrimination or will delay their growth in appreciating music.

\*St. Hedwig Industrial School, 7135 North Harlem Ave., Chicago 13, Ill.

### Note the Mood

Because it is the greatest test of a melody, the pupils should be led to discriminate varied moods early in their musical experiences. The mood of a composition has the ability to arouse a definite emotion in the listener without the aid of a spoken word. To give the children practice in this art, ask them to name the mood a song or unfamiliar melody suggests to them—such as, gloom, serenity, joy, gaiety, sadness, somberness, tenderness, or patriotic fervor. Discuss moods in pictures and decide which musical selections typify the same mood. What a delight the children find in this work!

The benefits which accrue from a study of music are countless. A few of them are listed here:

It helps the children set a value on music and prize it.

It makes them grateful for an understanding of it and enables them to feel the beauty of music.

It unconsciously inspires the children to seek harmony and truth in all the phases of life.

It enables them to find more clearly the aesthetic element in literature.

It arouses in them an interest in the history of music, and history should make them listen more intelligently.

It makes the pupils desirous of creating original melodies and dramatizations.

It teaches the child who plays an instrument to be a better interpreter of the best music of the world.

In the face of these benefits can we hesitate any longer in introducing into our curriculum a serious study of music appreciation? The growth is gradual, but with diligent care, we can plant the seeds of beauty in the hearts of our pupils, the flower of which will be a source of great joy to them long after they have graduated.

### Goals of Appreciation

As the result of a course in music, the pupils should have been able to acquire the following achievements:

1. A developed power of discrimination and musical judgment.
2. A recognition of different forms, rhythms, themes, and contrasting themes.
3. A developed sense of correlation of music with picture or story.
4. An ability to dramatize songs and instrumental pieces.

5. An extended attention to the factors which contribute to musical beauty.

Acquaintance with stories, facts, and incidents connected with the music or its composer and the proud possession of sufficient information on all the fundamental elements of beauty is not evidence of appreciation. Growth in appreciation comes from the gradual realization that music expresses the beauty within us. And not until we see that each pupil makes music a part of his own personal experience and allows its inspiration to become a vital part of his life can we be sure that our teaching of music appreciation has taken root.

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## Radio and Television in Catholic Education

*A Series of Articles Edited by Sister M. Lorenz, R.S.M.*

### VI. EQUIPMENT FOR AN EDUCATIONAL RADIO STATION

*Vernon Perry*

**Editor's Note:** It is with a great deal of satisfaction that we are able to offer to the readers of the *Journal* the accompanying article on equipment for the educational radio station.

Vernon Perry has been an engineer with the Collins Radio Corporation at Cedar Rapids, Iowa, since 1940. He took this position soon after his graduation from North Dakota State College. Not only has he done much radio production testing but has produced a wealth of technical writing.

It may be interesting to know that Mr. Perry has been a radio amateur for 15 years and holds an advanced radio amateur and first class radio telephone license. At the present he is the head of the Collins engineering publications department. — *Sister Mary Lorenz, R.S.M., Mt. Mercy College, Cedar Rapids, Iowa; Educational Chairman, Catholic Broadcasters Association.*

**P**ROGRESSIVE educators everywhere are turning to radio to further their work. If your school is not now equipped with radio, the installation of such equipment should be given serious consideration. A low-power FM station can be installed for approximately \$2,500.

#### Two Kinds of Broadcasting

Many factors must be considered when selecting the type of radio installation best suited to your particular requirements. Two types of transmission are available. Amplitude modulated broadcasting or AM, as it is commonly called, is the type that has been in general use since the early twenties. Frequency modulation (FM) is comparatively new and has been in general use for only about ten years. AM broadcasting is characterized by a comparatively large listening area or "coverage," several hundred miles in some instances. FM broadcasting, in contrast, is limited in range. The distance over which satisfactory

FM signals can be received is largely dependent upon the height of the antenna and the topography of the area surrounding the transmitter.

In most areas, educational institutions will find it extremely difficult, if not impossible, to obtain a permit to install an AM station. These AM stations operate in the frequency range 500 to 1600 kc. This band of frequencies is extremely crowded and available frequencies are much sought by commercial interests. The Federal Communications Commission regulates frequency assignments so that one station does not interfere with another. Even if a frequency is available, the mere filing of an application is costly because of the legal work involved, and a time lapse of a year between application and granting of permit is not unusual. Equipment and legal and engineering services required for the lowest powered AM station (100 watts) would cost fifteen thousand dollars or more. In addition, for this type of station it would be necessary to hire two or



more full-time operators holding first class radio telephone licenses. However, on the credit side of the ledger, is the important fact that practically every home has one or more receivers capable of receiving AM broadcasts in the 550 to 1600 kc frequency range. The potential number of listeners can be counted in thousands, hundreds of thousands, or even a million, depending upon the location.

On the other hand, it is easier to break into educational FM broadcasting, because a band of frequencies has been set aside for this very purpose. The cost of equipment is much lower and operating costs negligible. This type of broadcasting does have the disadvantage in that the number of listeners is somewhat limited because not all homes are equipped with a receiver capable of receiving FM broadcasts in the frequency range 88 to 92 mc. Only receivers purchased since the end of World War II are capable of receiving broadcasts in this range. In spite of this disadvantage, considering the availability of frequencies, lower initial cost, and lower operating costs, the low power FM station will in most cases be the answer to the problem.

### A Beginning

It seems logical to begin with a ten-watt FM station and expand the facilities and increase power as time and experience prove the practicability and value of radio as a tool of education. Manufacturers have designed their equipment with this expansion in mind.

The rules applicable to broadcasters in educational FM broadcasting are much less rigid than those governing broadcasters operating on frequencies outside of this band of frequencies. For example, a person holding a third class radio telephone operator's license is permitted to operate the transmitter. Regular broadcasting at other frequencies requires the attendance of an operator holding a first or second class operator's license. Broadcasters on other frequencies are required to be on the air during certain hours of the day and night. Educational broadcasters in the 88 to 92 mc. range with ten watts or less of power may set their own hours of operation and need not follow a regular schedule.

### Third Class Operators

For the ten-watt FM station, the Federal Communications Commission requires that a person holding a third class telephone license be in attendance at the transmitter whenever the station is on the air. Interested students or faculty members can obtain these permits by taking an examination covering rules governing broadcasting. The examination is not at all difficult. Taxicab drivers driving cabs using radio dispatching are required to hold third class operators permits. It is required that a person holding a first class radio telephone license be available for adjustment and maintenance of the transmitter. Being "available" consists only of having an agreement with the station sponsors that when adjustment or maintenance is required he can be called. It will usually be possible to reach such an agreement with some engineer interested in the project.

The third class operator is permitted to turn the equipment on and off, adjust the audio level, change audio input connections (microphone to turntable, etc.), replace blown fuses and monitor the output of the transmitter. Any irregularities must be immediately reported to the first class operator.

One manufacturer of this type of equipment limits the actions of the third class operator by giving him access to only those controls necessary for actual control of the transmitter. The cabinet includes two locks. Unlocking one permits the operator to raise a cover and thus gain access to all controls necessary for operation. Unlocking the second compartment permits the first class operator to make tuning adjustments and perform maintenance on the transmitter circuits.

### Kind of Equipment

The type of equipment installed is governed by the FCC permit obtained and the capital available for purchase of the transmitting facilities. Several radio manufacturers have realized the need for a low-power FM transmitter for this type of service and have designed ten-watt FM transmitters. A minimum of twenty-five hundred dollars should be available for the venture into educational broadcasting.

The studio and control room may be a converted classroom or any room large enough to house control-room equipment and leave enough space for programming. This low-power transmitting equipment is usually designed to be installed in the control room. It is not necessary to provide a separate room or building for the transmitter. The power requirements are such (300 to 500 watts) that the usual 115-volt wall outlet will be adequate. The only additional connections necessary

are those required to couple the studio microphones to the transmitter and the transmission line required to couple the output of the transmitter to the antenna. The complexity of the microphone connections depends upon the number of studios that are to be used and the physical location of these studios with respect to the control room. An audio cable will be required from each microphone to the transmitter. Most of the ten-watt transmitters are designed to handle no more than two microphones at a time.

The output of the transmitter must be connected to the antenna with a special transmission line. The antenna should be mounted on the highest point available for maximum coverage of the surrounding territory. A typical antenna is an open metal ring, approximately a foot in diameter, mounted on a metal mast. The mast, in turn, is designed to mount on the top of the building housing the transmitter and studios. At these frequencies the height of the antenna is particularly important as the signals have a range which is primarily governed by line-of-sight, or the distance from the antenna to the horizon.

### Construction Permit

When it has been decided to venture into the field of educational broadcasting, select the transmitter that will be installed and file application with the FCC for a construction permit. Request Form FCC No. 340. Include a reference to the transmitter manufacturer's type number in the application. All transmitters offered for sale by reputable manufacturers have been previously approved for broadcasting by the FCC. The application should be filed at least 60 days prior to the time that installation is to be started. Installation must be completed within eight months of the date that appears on the permit.

The minimum requirements for a small station might be as follows:

1. Ten-watt FM transmitter\*
2. Control console\*
3. Monitoring receiver\*
4. Antenna
5. Two microphones, one table mounting, one floor mounting
6. Two transcription turntables
7. Monitoring speaker
8. Microphone extension cables
9. Antenna transmission line

At least three manufacturers—Collins Radio Company (Cedar Rapids, Iowa); General Electric (Syracuse, N. Y.); and Gates Radio Company (Quincy, Ill.)—have produced ten-watt FM transmitters for educational broadcasting applications. At the date of this writing, Collins Radio's facilities are being strained to the utmost with production for the military services and therefore Collins cannot promise delivery on their 738A 10-watt transmitter. The writer does not have information on the availability of General Electric and Gates transmitters.

\*At least one manufacturer has combined the transmitter, control console, and monitoring receiver into a single desk mounting assembly.



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# The CATHOLIC SCHOOL JOURNAL

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## Religion and Public Education

### No. 2

#### In God We Trust

The Christopher movement is demonstrating in various ways what a single individual can do for God and country and man, if he has the will—the good will. A Mrs. William H. Cleary in Stamford, Conn., thought that she ought to be doing something as a Christopher—a Christ-bearer. The lecture she heard emphasized “the power for good that God had put in even the least of His children.” Mrs. Cleary’s resolution was to do something that would restore in some degree a recognition of God in public life. Fortunately, she developed a worth-while project that was simple indeed.

She was visiting a new \$3,000,000 high school. The principal mentioned the moral and spiritual difficulties with teen agers. Mrs. Cleary thought it might be helpful to have some formal recognition of God. The principal was on his guard; he stated innumerable difficulties. But Mrs. Cleary, then and there formulated her direct, simple, and happy proposal—to display on a plaque in a prominent place in the building the words seen on all our coins: *In God We Trust*. “Nothing,” she said, “could be

more American, and in all my life I have never heard one person object to it.”

Mrs. Cleary now had a practical idea; but there are none so blind as those who will not see. The principal couldn’t help her but, apparently, did not object. She appealed to the organized Protestant women of the community who approved—and so did groups of Catholic women. While she met some opposition, she persisted; she did not accept the politicians’ judgment that it was “a hot potato.” Her greatest encouragement came from her own children. She overheard her eight-year-old daughter praying that:

“Mommy’s plaques get in the schools so that boys and girls who never knew God will, at least, know there is one.”

And her five-year-old son wondering: “Mommy, why don’t you buy those signs for God and put them in the school?”

That certainly was inspiration and motivation enough.

Mrs. Cleary continued her campaign. A priest, a minister, and a rabbi encouraged her. After 11 months of effort she appeared before the legislative body and won unanimous approval. She next appealed to the board of education. The board approved, but required the plaques to be in bronze. Bronze at that time was frozen; but, after four months’ delay, the bronze was obtained. Now a plaque, *In God We Trust*, is installed in each of the 18 public schools of Stamford, Conn.

All we can say to Mrs. Cleary is what we hope she hears on the last day: Well done, good and faithful servant.—E. A. F.

## The Textbook and the Teacher

The textbook has been and is a great instrument of education in the public and private schools of the United States. When most of the teachers in American schools were untrained, or half trained, or trained to serve warmed-over pedagogical pancakes worked out in the normal schools, the textbook rendered very great service; it was the only organized curriculum and its information was often more accurate and more complete than the teacher’s knowledge. It was natural that the preoccupation of the school should be the principal occupation of the school. This has remained the principal occupation of schools on the elementary, on the secondary, and even on the college level. Teachers have been as dependent on textbooks as the pupil. As mass education includes more and more pupils who will need more and more teachers, the textbooks will become more and more important. The great mass of teachers for the extension of mass education will need the great assistance which a good textbook can give by wise use. It may be said in order to avoid a possible misunderstanding that there is permanent need in mass education for textbooks; and there will be need in all teacher-training institutions to teach the constructive use of textbooks.

The criticism of textbooks in elementary and secondary schools is directed not so much against the textbooks themselves as against their incompetent or unwise use. In the contemporary education situation in elementary and secondary schools the textbook is not only necessary; it is essential.—E. A. F.

## Public Criticism of Schools

One of the most unfortunate aspects of the contemporary criticism of the public schools is the defense mechanism set up to protect the schools from any criticism. The surest safeguard toward keeping public institutions rendering public service, and not permitting public officials to forget that they are public servants is public comment, including criticism. No institution is so self-righteous as not to be able to profit by public criticism. No criticism, however unjust, fails to give public servants the opportunity to inform the public, and thus to strengthen public support of their service. All public institutions need a supporting public opinion, and the stifling of criticism almost certainly means, a little later, an explosion.

Perhaps the most notorious example recently is the Pasadena case. The defensive cohorts that were called “to the colors” were numerous and various. The failure to build up understanding, and therefore, co-operation was not only with the public but with the professional staff. The Pasadena case presented a great opportunity to promote public understanding of the general problem of the place of experts in a democracy. This opportunity was muffed—and it was muffed not only by the educators on the defensive, but also by that organization of great potential good, the National Citizens’ Committee for Public Schools.

The situation in the Catholic schools is the reverse. Unfortunately there is not enough comment or criticism of Catholic schools by parents—from the parish school to the university. No doubt this is tied up with a reverence for members of religious communities who operate most of the Catholic schools. They should be the first to invite comment, suggestions, and criticism. They should welcome the person who brings to them sincere criticism. They should deal objectively with the criticism, gladly acknowledging error or misunderstanding or inefficiency or, on the other hand, explaining the basic educational, social, or economic reasons back of the practice. With such an attitude all will profit and Catholic schools will be better.

Those acquainted with the actual situation know that here is a practical means of improving Catholic education in many ways. In order to function smoothly and efficiently, Catholic schools need public interest, and public interest should be encouraged, and public opinion should be informed.—E. A. F.

# The School Library: A History

Sister M. Loyola, S.C.N.\*

THE school library movement, being a part of the library movement in general, has its antecedents, one might say, in all times and throughout the universe. The history of libraries takes us back almost as far as does the history of peoples. We know that the school library is not solely a possession of the American school system. The institution is well established in other countries throughout the world and has, perhaps, attained a higher degree of efficiency than in our country; but, for obvious, practical reasons, we shall confine ourselves to the school library in the American system of education.

Although before 1900 very little was done for school libraries, the movement actually started much earlier. According to Cecil and Heaps,<sup>1</sup> Governor De Witt Clinton of New York, in a message to the state legislature, in 1827, recommended the formation of a better school system and the establishment of a school library as a means to this end. It was not until 1835 that a tax was levied to begin a school library with the vote of \$10 each succeeding year for its increase.

## Beginnings

In 1838, Governor George Marcy recommended the appropriation of a share of the U. S. Deposit Fund for this purpose. The New York state legislature passed an act respecting school district libraries on April 15, 1838. Of this fund \$55,000 was to be set aside for three years to be applied to district school libraries, with a provision that towns also be required to raise a sum for the same purpose. General John A. Dix, secretary of state, and *ex officio* superintendent of schools, was charged with the execution of the law. He did so well that his successor, in 1841, reported 422,459 volumes in school libraries. In 1842, the number of volumes in district school libraries increased to 620,125.

In 1843, authority was granted to the school district to use the library fund to purchase apparatus and, later on, to pay teachers' salaries provided that each district having more than 50 children between the ages of 5 and 16 years should have a library of at least 125 volumes. By 1853, the school libraries contained 1,604,210 volumes when a period of decline set in.

Books disappeared at an alarming rate. Even though \$55,000 had been appropriated each year for purchase, by 1874 the number of volumes had dwindled to 831,554. This was the state of affairs in spite of the fact that, since 1838, the total amount appropriated for

library usage was \$2,035,100. The superintendent then recommended that the law be repealed since the money was obviously being used too freely to pay teachers' salaries.

Massachusetts was the second state to take up the movement, in 1837, when Horace Mann became the first secretary of the first board of education in the United States; namely, the State Board of Education of Massachusetts. A law was enacted allowing school districts to raise and spend \$30 for one year, and \$10 each succeeding year to begin and support a school library. The legislature was, doubtless, influenced by the act of the state of New York in 1835. In Massachusetts, the movement grew slowly; but, when Horace Mann left the secretaryship of the state board of education in 1849, the school library was a definite part of the Massachusetts school system.

Michigan was the third state to legislate appropriations for school libraries. By 1876 19 states had passed such laws.

It was this year that witnessed three events which greatly stimulated the school library movement. These events were: first, the publication by the United States Bureau of Education, of *Public Libraries in the United States of America, Their History, Condition, and Management: Special Report, Part I. Washington, Government Printing Office, 1876*; second, the founding of the American Library Association by Melvil Dewey; and third, the publication of the first issue of the *Library Journal*.

Two events in the educational field at this time likewise contributed to the growth of school libraries. One of these was the Herbartian Movement in which was stressed the aim of developing many-sided interests and teaching character through historical and literary stories. The other was the rise of public school and public library co-operation. This was fostered by Charles Francis Adams, Jr., chairman of the school committee, and president of the town library board of Quincy, Mass. He bridged the gap between the library and the school by calling a meeting of teachers and librarians, and reading to them a paper he had prepared in which he showed how both institutions could be made more efficient by pooling their resources. He secured the library loan of books to the school. This helped the library help the public by establishing supervision of young people's reading.

From 1840 to 1880, a series of readers appeared: the *William McGuffey Readers*, the *Russell Readers*, the *Tower Readers*, the *Swan Readers*, and others.

## The N.E.A. and the A.L.A.

By 1896 the library problems had increased to such an extent that librarians called in the

N.E.A. to assist in formulating a policy to further school library growth. John C. Dana, president of the A.L.A., prepared a petition to be sent to the board of directors of the N.E.A.

At the meeting, held in Buffalo, N. Y., in 1896, the school library section of the N.E.A. was established. Its purpose was to make teachers aware of the fact that they must realize that education is for life and not for the course. They must send their pupils to the library for books to continue their education at home in adult life.

In 1900, William A. Wirt established, in Bluffton, Ind., the first platoon school which seems to have been the forerunner of the present-day departmentalized system of teaching. The pupils were divided into two platoons, one of which studied the fundamental subjects in home rooms, while the other engaged in activity services in special rooms. The library was a special feature in this type of school.

According to Mary Peacock Douglas<sup>2</sup> account in the *Americana Reprint*, the year 1900 brought the appointment of the first trained full-time school librarian. From that time, the emphasis in library work has been on service. The school library was no longer to be a storage space for book collections consisting largely of donations of adult books from family libraries.

In December, 1914, the school library section of the A.L.A. was formed. Since that time, there has been a rapid development in high school libraries both in numbers and in their services.

## Catholic Beginnings

To this point, no mention seems to have been made of library work in Catholic schools. It was at a meeting of the C.E.A.<sup>3</sup> in 1921, that a small group of librarians met in a private session to talk over some of their most pressing problems with their fellow workers. As a result of the meeting, the general opinion was that if Catholic school librarians were to take their proper place in the scheme of Catholic education, there ought to be some kind of organization with their particular interest at heart.

The group decided to ask the executive board of the C.E.A. for the establishment of a library section within the organization. A preliminary report on the conditions in the schools was presented under the chairmanship of Rev. Paul J. Foik, C.S.C., thus marking the real beginning of the Catholic Library Association.

<sup>2</sup>Douglas, Mary Peacock, "School Libraries": *The Encyclopedia Americana*: A reprint from the latest edition.

<sup>3</sup>Coate, A. B., ed., *Bulletin of the Catholic Library Association* (Providence: Visitor Printing Co., 1935).

\*Librarian, St. John Central High School, Bellaire, Ohio.  
<sup>1</sup>Cecil, Henry L., and Heaps, Willard A., *School Library Service in the United States: an Interpretative Survey* (New York: The H. W. Wilson Co. 1940).



Mary Peacock Douglas<sup>4</sup> was quite right when, after giving a brief outline of the development of school (meaning public school) libraries, she added, "Parochial schools are experiencing equal growth with public schools, and in the main follow a similar pattern." This statement is substantiated by the announcement, in the first issue of the *Bulletin of the Catholic Library Association*<sup>5</sup> in 1936, that during the year 1922 "a questionnaire was sent out to 2166 Catholic colleges, seminaries, and secondary schools. Only 267 replies were received; but, the information secured, proved more strongly than even imagined, the low state to which Catholic libraries had sunk."

The C.E.A. gave formal approval to the establishment of a library section as a part of the department of colleges and secondary schools in 1922.

Within a year, the library section was functioning with a fine program. With the establishment of the section, librarians took new interest and an active part in the work of the group. By 1931, the library section had progressed so far that it desired to break away from the C.E.A. and form a separate organization. This it did at Cincinnati a year later, where the Catholic Library Association became an independent organization in 1932.

A survey of school libraries at this time, compared with that made in 1921, showed how much progress had been made. "This is particularly true of the secondary school libraries. Not many years ago these libraries were a disgrace to Catholic education. The library was a room no one else wanted, often inaccessible and poorly lighted and ventilated. The collection of books consisted of some old breviaries, some books of philosophy and theology, a few highly colored subscription sets that a glib agent had sold the superior, perhaps a very old edition of an encyclopedia and a few old textbooks. Out of a library of 300 to 500 volumes there would be approximately 100 volumes that could be of any use to a school.

"If the book collection was bad, the librarian was equally so. When a member of the community could no longer teach he or she was often made librarian. The main duty of such a person was to see that no books were removed from the room and to keep order should any noisy students happen to wander in.

"No effort was made to instruct students in the use of the library or even to interest them in the books. Many of the librarians of those early days felt, along with the teachers, that if a student knew the textbooks well that was all that was necessary. And as for trying to interest them in any outside recreational reading that was just so much time wasted that ought to have been put into studying the textbook."<sup>6</sup>

From this point on, the development of the two systems, namely the public school library, and the Catholic school library, can truly be traced simultaneously. Though the Catholic school library receives no support from the



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state, it is supported by the Catholic people over and above the tax they pay for the support of the public school libraries. Parents, pastors, teachers, librarians, everybody interested in this necessary part of the Catholic system of instruction, strain every nerve to finance it and bring it to its rightful place in the field of training for time and eternity.

"It was in 1920 that the first standards, for the high school library, were adopted by the N.E.A. and the A.L.A. with C. C. Certin as chairman of the committee that formulated the standards—hence their name—'The Certin Standards.'"<sup>7</sup>

#### Public and Private Services

In 1938 the Library Service Division of the U. S. Office of Education was established, with a specialist in school libraries on the staff charged with the definite responsibility for the development of such school library service.

In *The Significance of the School Library*,<sup>8</sup> the authors point out that, in 1937, ten states had provided full-time supervisors in school libraries. There were nine on the staff in the District of Columbia. Chiefly through rulings of their state departments of education, 21 states specified training requirements for school librarians. Not only have standards been set for book collections, services, and librarian training, but there are set standards in the underlying philosophy, the building, classification, and cataloguing, and all the routines of book care and handling. In these fields, we find such authorities as Melvil Dewey, C.C. Certin, Helen E. Rimkus, Martha

Wilson, Lucile F. Fargo, Mary Peacock Douglas, Effie L. Power, and Hanna Logasa.

Martha Wilson<sup>9</sup> has definite standards for the library room, the shelving, the furniture, the amount of space required per pupil, and for all items connected with the material setup of the department.

Helen E. Rimkus<sup>10</sup> points out "Educational philosophies find their way into the school library as well as into the classroom, and school library service is profoundly affected by the educational viewpoint of the administrators of the school. The more efficient the administrators and the instruction, the greater are the demands made upon the school library. . . ." Lucile F. Fargo<sup>11</sup> says "Broadly speaking, we observe first, that the library operates as a good co-ordinating or integrating instrumental agency within the school." Hanna Logasa<sup>12</sup> as early as 1930, was stressing the necessity of the library as an adjunct to the school in supplying the necessary supplementary materials for all departments in the curriculum and for extracurricular activities and recreational reading. Effie L. Power<sup>13</sup> illustrates the individualized service of the librarian to children as she notes them first in large groups, then in smaller groups, and finally as individuals. Miss Power is speaking, of course, of the children's librarian in the public library, but the same is true of the school librarian. Lucile F. Fargo<sup>14</sup> plans games and programs to make the pupil's task in learning the use of library materials a pleasurable experience.

So far, we have spoken only of the school library in the secondary school. The movement is not, however, confined to this level.

#### Catholic Progress

At the institute held at the Catholic University of America,<sup>15</sup> June 27-29, 1944, Sister Mary Annette, O.S.F., in her paper, "Organizing Elementary School Libraries on the Individual School Plan," has this to say, "Modern educational objectives and present-day methods of teaching make an organized school library an essential part of the elementary school." The activity of the entire institute was devoted to this level of the work. This was not the beginning of the attention given to grade school libraries, but it was an attempt to organize the effort and establish this service on a firm basis.

As far back as 1920, the "Wilson Bulletin"<sup>16</sup> ran an article on "Library Aid to Rural Schools." This means another opening in the school library service. The fact that the

<sup>4</sup>Wilson, Martha, *School Library Management* (New York: The H. W. Wilson Co., 1931).

<sup>5</sup>Rimkus, Helen E., *The Centralized School Library* (New York: The H. W. Wilson Co., 1940).

<sup>6</sup>Fargo, Lucile F., *Activity Book for School Libraries* (Chicago: A.L.A., 1938).

<sup>7</sup>Logasa, Hanna, *The High School Library, Its Function in Education* (New York: D. Appleton & Co., 1928).

<sup>8</sup>Power, Effie L., *Library Service for Children* (Chicago: A.L.A., 1930).

<sup>9</sup>Fargo, Lucile F., *op. cit.*

<sup>10</sup>Catholic University of America, *The Catholic Elementary School Library: Proceedings of the Institute, Catholic University of America, June 27-29, 1944*, Catholic University of America Press, 1945.

<sup>11</sup>Wilson, H. W., ed., *The Wilson Bulletin* (New York: H. W. Wilson Co., 1920).

<sup>4</sup>Douglas, Mary Peacock, *op. cit.*

<sup>5</sup>Coate, A. B., ed., *op. cit.*

<sup>6</sup>*Ibid.*

<sup>7</sup>Douglas, Mary Peacock, *op. cit.*

<sup>8</sup>McCre, Mary Helen; Batchelder, Mildred L.; Rossell, Beatrice Sawyer, comp., *The Significance of the High School Library: An Aid for Speakers and Writers* (Chicago: A.L.A., 1937).



first "School Library Yearbook"<sup>17</sup> was published in 1927, and the first "Bulletin of Laws Affecting School Libraries"<sup>18</sup> came off the press in 1918 shows that school libraries are,

<sup>17</sup>The Education Committee of the A.L.A., comp., *School Library Yearbook No. 1* (Chicago: A.L.A., 1927).

<sup>18</sup>United States Office of Education, *Laws Affecting School Libraries*, Bulletin 1927 No. 1 (Federal Security Agency).

and have been for some time, a definite part of the American system of education.

To bring this discussion up to date, we might quote Richard James Hurley's statement in the "Catholic Library World,"<sup>19</sup>

<sup>19</sup>Hurley, Richard James, ed., "A Page for High School Librarians" in *Catholic Library World*, No. 8, p. 237.

May, 1950, "Out of a spirited discussion of book reviewing came the suggestion that we analyze the selection of the *Standard Catalog for High School Libraries* itself and compile a list of rejected titles for Catholic high school librarians." This shows us, indeed, that the work has gone a long way and is still going toward better and more efficient service.

## Reading in the Content Subjects

Sister M. Regina, P.B.V.M.\*

**R**EADING is a tool. It has no subject matter of its own. But a tool is of no use to us unless we know how to use it.

Reading ability really determines success or failure in our schoolwork. It is true that reading is not the only method of study but it is the method most frequently used. This fact makes it obligatory on the part of the teacher not only to teach the child how to read but to teach the child how to read *to learn*.

Each content field has challenging reading problems in vocabulary, in concepts, and in ways of organizing and presenting ideas. It is not an easy task for the child to translate into meaning the language of arithmetic, social studies, science, and literature; to discern the purpose of each author, his use of words and style of writing, to grasp what is implied but not stated, and to judge the value of ideas presented.

### We All Teach Reading

Actually skillful teaching of the content subjects can improve the child's reading ability, widen the scope of his reading tastes, develop his interest in reading in other fields, and help him to acquire an aggressive attitude toward the process of reading. Every teacher is a reading teacher is a widely accepted slogan.

Good reading in the content fields is the responsibility of the teacher in that field. That teacher must discover the difficulties and improve the reading techniques of the pupils.

The reading material in the intermediate grades in the development of the content subjects certainly presents reading problems.

There are many reasons which give rise to this slowing up of the reading process, especially in the content fields. Much of the reading done by pupils up to this level has been narrative, interesting, and quite easily read. Through skillful teaching the child has developed a vocabulary and concept which coincide with his reading material.

However, the transition into more exact and detailed reading periods, silent or oral, in the content subjects is to take the child into a field of reading where in his mind only vague or incomplete concepts of ideas basic to modern living exist.

### Developing Vocabulary

Perhaps the most important steps in reading at this period are the vocabulary development and concept building. Teachers use many techniques to teach the meanings of new words. The vocabulary development which has a background of experiences is invaluable. Experience is the best teacher. But the teacher must resort to definite methods in adjusting a class to a vocabulary building program.

1. Beginning in the fourth grade there should be definite use of the dictionary.
2. Use of encyclopedia, glossary, index.
3. Visual aid: pictures and models in various forms, film-strip motion pictures, and charts all give a chance for children to associate words with objects and activities.
4. Opportunities for oral expression: discussions, storytelling, reporting, explaining, listening to stories, and other language-arts activities.

5. Explanation by the teacher who can approach a new idea or concept in a variety of ways.

6. Storytelling by the teacher.

7. Wide reading under the supervision of the teacher. This gives the children meaningful settings for words which become part of their vocabulary.

8. Vocabulary workbook developed by the pupils.

These are a few of the methods which may be used in building a vocabulary program.

### Understandings

The development of a vocabulary should lead to an understanding of the concepts in the contexts in which they are met. The teacher must help the pupils to construct the concepts which are strange to the pupils and which are not explained in the reading itself. This may be done by:

1. Verbal explanation: Often a pupil can develop a concept by reading detailed material which explains the concept to him or by listening to the teacher read such material or explain it orally.

2. Pictures: Some concepts, particularly those of objects and activities can be developed by supervised illustrations in books, film strips, lantern slides, stereographs, and silent lantern slides.

3. Direct observation: One of the most fruitful ways of developing concepts is an observation of the object, activity, or condition met in the context. Often direct observation would require excursions to places where the objects, activities, or conditions are to be observed. The pupil should observe intelligently and take part in subsequent discussions.

4. Personal participation. Probably the most effective means of helping the pupil to construct concepts of activities and objects inherent in them is to make it possible for him to engage in those activities himself. Experiments in science definitely clarify many erroneous concepts in a pupil's thought and judgments.

Since a word or group of words may be used with one or another of several different meanings, you must have the different concepts for which the word stands and you must be able to use the context in order to decide which meaning is intended.

This is a brief résumé of a few of the methods and skills suggested by such leading authorities in the teaching of reading as Paul McKee, David Russell, Paul Witty, and The Year Book Committee.

### SAVE OUR FORESTS

The U. S. Dept. of Agriculture says that there are in the United States 1777 forms of trees. The U. S. owns 8 per cent of the world's commercial forests and produces 44 per cent of the world's lumber.

Each year forest fires destroy enough wood to build 86,000 homes.

\*The Riverside Convent School, St. Catherine's Parish, Riverside, Conn. An address at the Catholic School Institute in West Hartford, Conn., Oct. 26, 1950.

# Children Love Literature

Sister M. Clarita, O.S.U.\*

THERE is no need for the elementary teacher to *make* the children love literature. All she must do is to prevent or remove the obstacles which often make a burden of what should be sheer enjoyment.

The first year our Archdiocesan program called for literary readers in the seventh and eighth grades, I, like most of my confreres, steeled myself for the grueling task of covering, simply covering, the material in one more formidably sized textbook. But not for long. Having been all my life on better speaking terms with Ali Baba and Hamlet than with ratios and logarithms, not too much virtue was required to reconcile me to the fact that, in obedience, I would have to make a pleasure of necessity.

"Let's do it right," I thought, "let's become real friends with literature." So off I went to the directress of education, returning armed with all the approbation I wanted for conducting my own course in literature my own way.

My most enthusiastic manner, all the ham acting in the world, however, couldn't convince the class that this new book to which they were being introduced would be a desirable acquaintance. "Just another reader," they opined, "and there'll be exercises and . . ."

Then I played my trump card. "No," I said, "I'll make a bargain with you. No homework, no tests, no examinations, no grades on your report. Just one thing I ask of you."

Eyebrows rose skeptically, then lowered slowly, and approving smiles appeared as I named the sole condition, "Just *love* it, children, *simply love it.*"

## Reading for Pleasure

Maybe some high school teachers will accuse me of inaugurating a wrong attitude toward the necessity of work on this point. I doubt that this introduction to the formal study of literature actually had very undesirable effects on study habits. I am rather inclined to feel the freshman will, on the contrary, be all the more friendly toward personal effort once his good will has been enlisted on behalf of this all important phase of his education.

We started with "How Tom Sawyer White-washed the Fence." They would all enjoy and like that. We read it in dialogue, like a play; and before the period ended, we sandwiched in Gillett Burgess' delightfully silly, "Purple Cow," and of course I added for them the author's sequel,

"Oh, yes, I wrote the 'Purple Cow';  
I'm sorry now I wrote it.  
But I can tell you anyhow,  
I'll kill you if you quote it."

"I didn't know literature would be like this," someone said, and I didn't care if anybody remembered Mark Twain's name or not. Data could come later. We'd made a start.

We didn't take the selections as they came. We knew we couldn't finish the whole book anyway, not the way we liked to discuss and dispute. So, sometimes I took a spontaneous suggestion from a child; sometimes I let the winner of the spelling bee select our content for the day; sometimes I even slipped in a more serious selection; sometimes I even got a gratifying reaction when my choice dragged in a piece of poetry.

## Getting Acquainted

The textbook, however, is merely the pivot around which to build real appreciation for and habits of good reading. As I read, I tell the children all I can recall of the lives of authors, of their other works, of anecdotes related of them. Once boys, for instance, have learned to love the manly spirit of Kilmer's "My shoulders ache beneath my pack" (from "A Soldier's Prayer") they'll listen with interest to an account of the soldier poet's own career, his devotion to family, his writing of verses to honor dead buddies, his own heroic action in World War I. They'll even have quite a grown-up sympathy for his wife's tender little lines written to him and about their children. They've been helped, in such a case, to stretch their emotions and understanding just a little toward maturity, and that attempt repeated many times and joined with all the other little ways of influencing preadolescent character will begin to do things to thoughtless seventh graders.

Properly presented, abridged versions of "Hiawatha," "The Courtship of Miles Standish," "Rip Van Winkle," or any other standard favorites will automatically lead some readers to procure complete editions to read for themselves the choice descriptions or amusing incidents the teacher may have missed in the text. (But remember, our interest will have to be obvious enough and our own enjoyment of tidbits temptingly referred to, evident enough, if we want full-length books to circulate.)

And that brings us to the point: we should make circulation easy. Have a classroom library full of books, Catholic and otherwise, classic and popular. We'll want some, of course, below-grade-level to encourage the poorer students but (and this is just as important), we'll want some more advanced ones to make the better ones "reach." Donations and loans of books, purchases with fees, borrowings from the public library all help to give a valuable assortment.

But let us *read*, read to the children, *read them all kinds of books*: light, funny ones like

*The Good Bad Boy*; grade level ones like those by Father Finn; adult ones like *The Man Who Got Even With God*, and *Dark Symphony*. Read classics like *Swiss Family Robinson* and *Tom Sawyer* and read popular books like *The Little Colonel* stories. Read Catholic stories like *Little Queen* and other lives of the saints. Read *Penrod* and *Alice in Wonderland*.

"But when?" you say. "When can I do it? Doesn't the writer believe in arithmetic?"

## Finding Time

Well, yes, I believe in arithmetic and I even believe I have a quite serious duty to teach it a specified number of minutes each day. But you do—not exactly bribe the children—but offer them rewards, don't you? How about five minutes after recess and dinner if conduct *en route* to the classroom has approximated that of civilized beings? How about days of extra treats or celebrations? And—I don't know what the art teacher will think of this—I tried something else. After explaining, demonstrating to the best of my ability, and assigning the art lesson for the day, I spent the rest of the period reading, while the children, bent over their work and, perfectly quiet, finished their drawings. Frankly, I have always felt that non-interference, encouragement, and the providing of opportunities for expression, are the most valuable aids I could give in matters artistic anyway. Perhaps lack of artistic discrimination could account for this judgment but I think that such a method often has provided me with lovelier designs than I received at other times; and occasionally I've received very clever illustrations on the story under consideration, really good drawings of Tom Sawyer or The Little Colonel, for example.

Full length books, like magazine articles, can be used in part and to advantage during other lessons—grammar, creative writing, and, most important of all, religion. If the language book quotes *The Yearling* as an example of writing which appeals to the senses, can't we take a description from Dickens and put the idea across a little better? If we are teaching the punctuation mechanics of conversation, interest would run high, if we analyzed with the children a lively dialogue from *Little Men*. When we are speaking of ambition and jealousy, we could hardly do better than to tell during our catechism lesson, in the stirring language pupils love, the story of Macbeth.

All of these purposes can be accomplished further (and the method is facilitating, not taking time from, the other subjects) by means of Catholic periodical literature as well as by a judicious selection of secular papers and magazines. Current publications are often in the best sense of the word, literature, and upper grade children are not too young to profit by much that they have to offer. Besides literary appreciation, we want to begin early to make a modest attempt at forming the habit of intelligent Catholic reading, and we want to help the children learn a few fundamentals about discrimination in secular reading.

\*Ursuline Convent, 3115 Lexington Road, Louisville 6, Ky.



### Meeting Grown-Up Minds

I need not enumerate the children's papers, magazines, and comics with which all of us are familiar. What I want to urge here is that we include some adult fare, again with the idea of beginning an acquaintance and of making young minds stretch. If we are trying to show the class how to write an interesting composition, no time will be wasted if we read a feature from *Extension* to show how one modern journalist used his imagination, pretending a conversation with his guardian angel to get across some point about proper Mass attendance. The method is enjoyable and profitable because the children learn not only the technique suggested but also the religious lessons intended by the writer. The editorials in *St. Anthony Messenger* can hardly be excelled for pertinent, striking points of seasonal value. We talk about the proper observance of Lent and Christmas anyway. Why not enlist the help of these talented teachers who sugar-coat their morals so effectively for us and for the children?

Of course, prudence directs that we do not tax immature minds beyond reason, but even when style is far beyond a class's appreciation, we can retell, as has already been indicated, the classics such as Homer and Virgil, Shakespeare (have *Lamb's Tales* handy), the Arthurian romances, and we can tell about parts of the spiritual book we are reading, the article we read in *America*, that anecdote or digested book we came across in *The Catholic Digest*.

And all the time, we shall be saying such things as, "Now wasn't that a clever and different way to say that?" "Didn't you ever feel just that way yourself?" "Isn't that just the way a boy or girl feels?" "Notice how plainly you can see or hear or taste or smell what the author is describing." They'll get the idea, a little at a time, and it won't be too long before they'll begin to speak quite familiarly about literal and figurative language, about reality and symbol. We're doing our humble bit to encourage not only appreciation but thinking.

### Teacher's Preparation

"But," the teacher will probably say, "I myself haven't time to read. I can't find time to stock my own mind with the information which would make me capable of being an enthusiastic propagandist for literature, classic or current."

Even if you aren't an English major, couldn't you, whenever you can avoid seeking required credits, include a literature class occasionally in your summer or Saturday work? Couldn't you just glance over your diocesan paper and the other Catholic and secular periodicals, just to see what's being written? Chances are you will be tempted (Do I really mean that?) into reading more than one good selection and I don't believe you will need to scruple much about neglecting class preparation. Maybe, by becoming acquainted with the great minds of antiquity and Christendom, you are doing something to your basic attitudes and principles that will

bring far more profit to your pupils than a pigeonholed lineup of the next day's lessons. Maybe you are better prepared if you march into class figuratively flanked by those who represent the best in intellectual and moral perfection.

But why, why go to all this trouble? We have already indicated that practical thinking and help in maturer judgments is almost certain to follow such practices as we have advocated. We have shown that the child is hardly likely to drop, later on, acquaintance with a literature he has found so stirring at first meeting. We have seen right along that his moral sense, his will, is bound to profit from association with the characters of literature, good or bad, whom he will learn to judge by correct standards. Moral lessons will come to him with a force and appeal few other things besides good writing possess. His own writing will be improved, your teaching of a number of subjects made easier.

### By-Products

There remain only a few more advantages to mention at this point. The spirit of comradeship which comes with shared experiences gives the teacher a hold on the pupil's confidence and earns his friendship. A boy who learns that his teacher discusses literary problems with him in quite a grown-up way (although frankly telling him when something is beyond his depth) appreciates her respect for his intelligence. He may disagree with her on the nobility of the characters involved in *The Miracle of Carville* or *The Snake Pit*, but he is much more likely to trust her opinion when she speaks to him on the nobility of certain issues affecting him personally. Maybe shared laughter about Paul Bunyan can do more to wear away friction than long lectures. Perhaps a correction won't sting quite so much if a lazy culprit is laughingly (but not sarcastically) addressed as Rip.

It would be difficult to explain the feeling of understanding and satisfaction which two people experience when they see simultaneously the connection between something hap-

pening just now and a past experience shared in reading. One just enjoys it when a pupil says, at the right moment, to another, "John Alden, why don't you speak for yourself?"

I want to repeat here that I have no intention at all of depreciating the value of practical knowledge. With Chesterton I believe that there is a Catholic way to teach even geometry; that the necessity of insisting on objective truth can be a steppingstone to adherence to absolute Truth. Lessons of exactness, responsibility, and industry can be taught admirably during arithmetic period and teacher and pupil can establish a very desirable relationship on the basis of working out a difficult task together. It is essential that the future citizen be equipped to cope with the everyday problems of earthly existence. I devoutly trust that my efforts on behalf of mathematical progress are the occasion of profitable mental discipline for learner and teacher alike. Moreover, I will sit humbly at the feet of him who can teach me to appreciate the value and better my methods of teaching numerical knowledge. For the present, however, I confess that if it came to deciding between the educational value of graphs and Kilmer's "Blue Valentine," the future businessman would have to find some substitute for graphs if he wished to learn to display vividly the extent and progress of his material and financial advancement. "What difference," I would be tempted to think (and I confess it might be prejudice), "will the graph make a hundred years from now?"

But literature—well, if a young man or woman happens to pick up and page through St. Augustine or Thomas Merton because he remembers (with vaguely pleasant mental associations) that someone told him about these men in grade school, told him interesting things about them before he was old enough to appreciate their works in their entirety, told him about them when no one was thinking he might one day be in the depths of spiritual discouragement, that chance perusal I think, *might* make a difference a hundred years from now.

## From Cowboys to History

Mrs. Fred A. Wright, M.S.\*

**P**UBLISHERS of books for young people have been for several years attempting to satisfy the urgent demands of their readers for books about cowboys. As may be expected, many of the hurriedly assembled publications were of little value, but the list of worth-while books on the subject has now grown to impressive length.

Of course the cowboy has become a tall-tale hero who embodies the daring and endurance

of many real-life figures. His evolution took four hundred years and is interwoven with one of the most colorful phases of the history of our Southwest, and, incidentally, one peopled with many Catholic men and women.

Radio, movie, and TV have through undue emphasis on criminal characters and gun-play given a distorted picture of this period and the countries and people involved. The regrettable absence in these dramas, too, of chronological detail has created in their listeners also a corresponding limitation in this regard. So, where a healthy interest could

\*Associate editor of the *Catholic Alumnae Quarterly*, published by the International Federation of Catholic Alumnae. Mrs. Wright's address is: 4062 Vicksburg, Detroit 4, Mich.



be satisfied with intellectual nourishment and with no resulting loss of dramatic appeal, we witness instead a tiresome repetition of watered-down crime fiction.

But let us see what the publishers have done!

#### Books of Information

To answer the many whats and whys there are books of information:

*The First Book of Cowboys* by Benjamin Brewster (Franklin Watts, \$1.75) is the best one for the read-to-mes.

*The Cowboy Encyclopedia* by Bruce Grant (Rand McNally, \$2.75) is a comprehensive collection of facts about the cowboy, his Spanish Indian origin, the days of the open range, and the modern dude ranch (8-12).

*The Cowboy and His Horse* by Sydney S. Fletcher (Grosset, \$2.95) gives a mass of information about the days of the cattle drives and the ranch of today. It is supplemented with a glossary, a book list, songs, and many pictures in sepia (12-16).

#### Early Days

Exploration, conquest, colonization (1500-1800)

Historical fiction will provide much enjoyment and will also suggest possibilities for movie, radio, and TV. The early period of exploration, conquest, and colonization of Mexico and the states of Arizona, New Mexico, Texas, and California is to be found in the books that follow.

*Cortez, the Conqueror* by Covelle Newcombe (Random, \$2) is a beautifully written and illustrated book and would be a fine book to own. The glorious triumph of this young adventurer by the time he was 36 is almost unbelievable (8-12).

*Cortez of Mexico* by Ronald Syme (Morrow, \$2.50) is for an older group. To the action-packed triumphant period of Cortez' life is added the later years of disillusionment.

*The Seven Golden Cities* by Mabel Farnum (Bruce, \$2.75) has the interest-holding power of a mystery story. A Franciscan, a Negro slave, and later Coronado are the chief characters. The Indian tribes and the native terrain are particularly vivid. It will appeal to the older teen-ager.

*The Silver Fleece* by Florence Crannell and Carl Means (Winston, \$2.50) gives a fictionalized version of the colonization of New Mexico. The action centers around the return of Spanish families to Santa Cruz after having been driven away years before, and their difficulties and final success with the sheep industry (12-16).

*California Mission Days* by Helen Bauer (Doubleday, \$2.50) tells briefly the story of the beginning of the 21 missions between 1769 and 1833 and the results of their abandonment. Excellent drawings and photographs show the missions as they were and as they are today (8-12).

*The Royal Road: Father Serra and the California Missions* by Ann Roos (Lippincott, 75 cents) tells of the establishment of nine of these missions by Father Serra. His personality and wisdom in dealing with the Indians are pleasant to read about (12-16).

*Tomas and the Red-Headed Angel* by Marion Garthwaite (Messner, \$2.50) employs California in the time of the Friars, and the Dons as a very suitable background for a redheaded heroine (8-12).

*Colt of Destiny* by Alida Malkus (Winston, \$2.50) is a novel of the same period but it will appeal to older readers. The main characters are based on actual people, Father Serra and Jaime

Otero, whose descendants are numerous and famous.

#### The Century of Western Expansion (1800-1900)

The beginning of the nineteenth century saw adventurous Americans crossing the Mississippi and pushing west. The Santa Fe Trail was opened in 1821, first with packhorse and then in 1823 with covered wagon. Added impetus was given this westward trek by the declaration of Texan independence in 1836, and the discovery of gold in 1848.

The Civil War checked somewhat this course of events, but at its conclusion there began again the eager rush to the west. To satisfy the increased demand for rapid communication and transportation we see the experiment with the Pony Express, and the more practical and lasting Overland Stage.

The coming of the railroad ushered in a period of big cattle drives. For more than 300 years the longhorn had been the only range cattle in Texas. The herds became larger and there were no markets. Then when the cattlemen were faced with a depression they desperately hit on the idea of driving their cattle to the railroad, to be taken to the east for marketing. Every year, thereafter, between 1866 and 1885 witnessed these huge cattle drives up the famous trails.

Throughout the entire century each westward advance was accompanied by the resulting skirmishes with the displaced Indians till 1876 when they were put on reservations. By 1887 the range was disappearing and the Rustler's War of 1891 indicated once and for all its impracticability for the future.

The following books, with but few exceptions, are historical fiction. Although true to fact, the fictional device is used to enhance the "pages of history" with living people.

#### Santa Fe Trail

*Tree in the Trail* by Holling C. Holling (Houghton) tells of the romance of the Santa Fe Trail, with loving emphasis on the foliage and little creatures of nature. Events are told as they compare with the growth of a cottonwood tree. This is a book to own and many hours will be spent devouring the detail in these colorful illustrations (8-12).

*The Santa Fe Trail* by Samuel Hopkins Adams (Random, \$1.50). The historic setting, the thrilling events, and the adventurous people make this a thriller (8-12).

#### Texas

*Texas, the Land of the Tejas* by Siddie Joe Johnson (Random, \$2). From 1540 to the present, Texas can claim fact more interesting than fiction. It should be declared the home of the tall-tale hero. Explorers, pirates, trappers, scouts, rangers, Indian fighters, heroes of the Alamo, political leaders, such a list would be hard to beat. This book does not ignore the religious beginnings. The interesting case of bilocation in the appearance of the European mystic Maria de Agreda to the Indians is touched upon (8-12).

*The Pirate Lafitte* by Robert Tallant (Random, \$1.50). The War of 1812 and the pirate raids on the coast are most vivid (8-12).

*Johnny Texas* by Carol Hoff (Wilcox and Follett, \$2.75). The price of this book may frighten the parents of boys between 8 and 12. It is worth it. The story against the background of the Texan fight for freedom, and the book-making are outstanding.

*Big-Foot Wallace of the Texas Rangers* by Shannon Garst (Messner, \$2.75). Wallace fought for Texan liberty, and drove for the overland stage (12-16).

*Chanticleer of the Wilderness Road: A Story of Davy Crockett* by Meridel Le Sueur (Knopf, \$2.50). This is a tale, part fact and part fiction, of one of the great builders of the Wilderness Road. He met his death at the Alamo (12-16).

#### California Gold Rush

*The California Gold Rush* by May McNeer (Random, \$1.50). Men and life in the mining camps make exciting reading (8-12).

#### The Pony Express

*The Pony Express* by Samuel Hopkins Adams (Random, \$1.50) (8-12).

*The Pony Express Goes Through* by Howard Driggs (Lippincott, \$2.50) (12-16).

What boy is not captivated with the story of this experiment! Both authors have handled their material well, and satisfy the two age groups.

#### The Railroad

*The Building of the First Transcontinental Railroad* by Adele Nathan (Random, \$1.50). Libraries, schools, and parents should welcome this volume. Boys who take to books of machinery will find that it leads to wider interests (8-12).

#### Indians

*Indians, Indians, Indians* by Phyllis Fenner (Franklin Watts, \$2.50). Stories by a number of talented writers have been brought together in this well-made book (8-12).

#### Famous Men

*Custer's Last Stand* by Quentin Reynolds (Random, \$1.50) (8-12).

*Custer, Fighter of the Plains* by Shannon Garst (Messner) (12-16).

*Kit Carson* by Sanford Tousey (Whitman, \$1.50) (8-12).

*Buffalo Bill* by Shannon Garst (Messner) (12-16).

## YOUR SAVINGS PROGRAM

Have you read, in the *School Savings Journal* for the fall of 1951, the story of how Immaculate Conception School, Brookfield, Mo., is conducting the sale of savings stamps which the children later exchange for U. S. Savings Bonds? With the article there are pictures of the pastor and the Sister principal with groups of the children engaged in this interesting and profitable activity which carries a number of educational experiences over and above its economic value.

#### SAVE BUY BONDS AND YOU WILL HAVE

Each Week	In 1 Year	In 5 Years	In 10 Years
\$0.10	\$ 5.20	\$ 26.12	\$ 54.75
.25	13.00	66.37	141.87
.50	26.00	133.24	285.99
.75	39.00	200.74	431.49
1.00	52.00	267.23	574.61
1.25	65.00	334.11	719.11
1.50	78.00	401.48	863.98
2.50	130.00	668.97	1,440.84

Let your pupils copy this table to show themselves and their parents how they can provide for high school or college expenses through U. S. Savings Stamps and Bonds.

# Practical Aids for the Teacher

## THE POWER OF THE PRESS

Sister Mary Bride, O.P.\*

### Scene One

[Scene 1 takes place in the living room of a fashionable middle class American home. It is conventionally furnished—davenport, easy chairs, piano, radio (or television), a round table in center. At one end of the davenport is an end table, at the other a magazine rack from which protrude the highly colored covers of several up-to-date magazines. Several more are lying on the davenport where Mrs. Maynes is reclining with one in her hand when the curtain rises. After a moment or two the doorbell rings off right. Mrs. Maynes exits and re-enters shortly accompanied by Father Grant, a genial priest in his early forties. Any suitable furniture may be used. When the skit was presented in the classroom, the barest essentials—two chairs and a table—constituted the setting.]

MRS. MAYNES: I was just taking a little breathing spell, Father, reading [with a gesture toward the magazines lying on the davenport].

FATHER G.: Ah yes! It is a good policy to relax a little every day. Too many people are dying prematurely from unnecessary speed. And time passed in reading is never lost—provided the reading is worth while. [As he makes the last remark he moves to the davenport and casually picks up several of the magazines.] . . . *Life*, *Look*, *True Romance* [he reads the titles slowly. Mrs. Maynes betrays signs of increasing uneasiness.] Quite a selection of reading matter here; but I don't see any Catholic literature.

MRS. MAYNES: Oh we have Catholic literature, Father, of course. We take the *Sunday Visitor* and the *Register* every Sunday. [She rummages through the magazine rack and produces two neatly folded papers.] Here they are.

FATHER G. [turning them over in his hands with a quizzical smile]: They don't seem to have been handled as much as the others.

MRS. MAYNES: They're so dull, Father. All argument and instruction and the same thing that we hear over and over again at church. If they would print some good stories. . . .

FATHER G: Well, now, several Catholic magazines print stories by some of the best modern writers. Have you tried *The Sign*, *The Extension*?

MRS. MAYNES: We had a couple of issues here. But the children did not care for them. Of course we have so little time for any kind of reading, Father. The children have so many activities. . . .

[Sound of a door banging off stage. A boy of high school age, rather sloppily dressed, bursts into the room.]

FRED: Hey, Mom! What's cookin'! [Suddenly catching sight of the priest] Oh! Hello, Father.

FATHER G: Hello, Fred! I haven't seen you for quite a while. You don't seem to be serving at the altar much lately.

FRED: Oh I quit serving, Father. Just can't find time any more, too many activities to keep up with. Say, Mom! can I have supper early tonight? I'm taking Gladys to that new show at the Roxy.

MRS. MAYNES: That's a B show, Fred.

FRED: So what? We're nearly adults, aren't we? We're juniors in high school. I'll just dig something out of the fridge; we'll eat out after the show anyhow. S'long, Father. [Fred exits left. Mrs. M. smiles indulgently after him.]

FATHER G: Who is this Gladys?

MRS. MAYNES: She's a new girl that moved into the neighborhood. She's such a nice girl, so pretty and refined.

FATHER G: What's the name? I don't remember hearing of any new family in the parish?

MRS. MAYNES: Oh she's not a Catholic. She goes to Central High. Her parents don't belong to any church; but they're very good people. They told Gladys that she is perfectly free to join any church she wishes when she is old enough. They're very broad-minded, and so cultured.

FATHER G: Umm! By the way, what about Sylvia and that young medical student? Are they going steady?

MRS. MAYNES: I guess so, Father. Frank is a wonderful boy. He'll make a good home for his wife and children.

FATHER G: But Mrs. Maynes, I've warned you that he comes from a very strong Lutheran family. He won't compromise on matters of religion.

MRS. MAYNES: Oh why cross bridges before we come to them, Father! Frank is a good clean-living boy—better than most of the Catholic boys in this neighborhood. He doesn't drink, smoke, or gamble. And Sylvia is a good girl. She never misses her monthly Communion. Things will come out all right. Why spoil their happiness by bringing up troubles that may never arise? If Frank loves Sylvia he will make the necessary promises.

FATHER G: And if he doesn't. . . .?

MRS. MAYNES: Well, of course Sylvia won't marry him then.

FATHER G: I wish it were that simple. Well! I must be going. But I think it would be wise to throw out most of this stuff [gesturing toward the magazines] before it is too late—if it isn't already—and get the family reading some worth-while Catholic literature.

MRS. MAYNES: You don't need to worry about us, Father. We're good loyal parishioners. You know we always fulfill all our duties. But one doesn't have to be narrow-minded to be a good Catholic, and think nothing is good that isn't Catholic. There are many good people in the world, you know, that aren't in the Church.

FATHER G: Faith is a gift, Mrs. Maynes. If we are so fortunate as to have received it, we must treasure it, and be ready to help others to see the light. Well! I must be off. . . . [he moves out right, followed by Mrs. Maynes].

### Scene Two

[Scene 2 takes place in the Hayes home. The setting is similar, except that the furniture may seem a little more worn; there is less evidence of style and more of living. The magazines that peep from the rack and lie on the davenport contain a generous sprinkling of Catholic titles. When the curtain rises, Mrs. Hayes is darning socks at one end of the davenport. The bell rings as before, and Mrs. Hayes exits. After a brief pause she enters followed by Father Grant. She speaks as they enter.]

MRS. HAYES: It was very nice of you to call, Father.

FATHER G: I was just passing by and I thought I'd drop in for a minute or two. How are the new neighbors getting along?

MRS. HAYES: They're very nice people, Father, so neat and polite. I wish all those who down Negroes could get to know them. They were a little shy of us at first—kind of suspicious. And I don't blame them. I used to be against Negroes myself until I started reading such magazines as *The Torch*. So I suppose they are used to not being wanted. But Mary lent them *Dark Symphony* and several copies of *The Torch* which Sister let her take from the school library; and now they are very friendly. They ask all kinds of questions about the Church, and I told them I'd ask you to call on them next time you came round.

FATHER G: I'll be glad to stop in on my way. [He looks casually through the magazines.] You've got a nice selection of Catholic literature.

MRS. HAYES: We all have our favorites, Father. And as none of us was willing to give up his own choice, we made it a rule that each earns his own subscription. Then we share. The children bring some home from the school library, too. There are such wonderful stories and articles in all of them that I only regret I haven't more time for reading. Johnnie knows Jerry Cotter's opinion on every movie that comes to town. The kids from school call him up if they have forgotten the rating on the Legion of Decency list.

FATHER G: How is Johnnie doing at school?

MRS. HAYES: Fairly well, Father. He's not too good in math and he used to find history a bugbear until he got to reading "Current Fact and Comment" in *The Sign*, and the

\*Saint Joseph School, 304 Monroe Ave., Muskegon, Mich.



articles in the *Catholic Digest*. He suddenly discovered that a good knowledge of the past is very necessary for understanding the present.

FATHER G: He's very faithful to his altar-boy duties.

MRS. HAYES: He really got a kick out of those articles on altar boys he read in the *Extension*, *The Torch*, and others. But I've noticed that since then he's taken much more pride in his serving. It is still hard to get him up in the morning, but he doesn't want to spoil his record. He hasn't missed an appointment so far, and Sister is quite pleased with him.

[A sound of whistling is heard out left and Johnnie enters, slamming the door a little behind him.]

JOHNNIE: Hello, Father! Hi, Mom!

FATHER G: Hello, Johnnie! How's everything?

JOHNNIE: Fine, Father. Say, Sam's coming to the Scout meeting with me tonight. But I'm serving Benediction first. Would it be O.K. if he came along?

FATHER G: Sure! Sam is the new Negro boy in the neighborhood, isn't he?

JOHNNIE: Yeah! and can he play ball. Wish he were coming to our school instead of Central. He says he may, next year. Can I lend him some copies of *The Sign*, Mom? He says he'd like to read up on the latest movies.

MRS. HAYES: Sure, son.

JOHNNIE: Thanks, Mom. 'Bye, Father, see you in church. [Exits right.]

FATHER G: Good-by, Johnnie. [To Mrs. H.] He's a good boy — when he isn't fighting.

MRS. HAYES: Oh, he has his father's temper. But he's doing a much better job of controlling it since Sister Joseph got him to read *The Man Who Got Even With God*. That made him realize that a temper can be a great ally as well as a great enemy, but only when it is properly controlled.

FATHER G: Didn't I see Mary walking past the rectory with the Matheson boy one day last week?

MRS. HAYES: Perhaps, Father. Jim works at the desk next to Mary at the bank, and he has been walking home with her in the evening lately.

FATHER G: You know they are strict Protestants. Even though Jim is a nice boy, I think he would be pretty strongly set in his own ideas. I wouldn't want to see Mary get too friendly with him.

[There is a sound of the front door shutting, and Mary, in hat and coat, comes in rather quickly.]

MARY [speaking as she enters]: Mom, I just told . . . Oh! Father. I'm sorry, I didn't expect to find you here.

FATHER G: Perfectly O.K., Mary. As a matter of fact we were just talking about you.

MARY: About me?

FATHER G: Yes. I was remarking on the interest young Jim Matheson seems to be taking in you lately.

MARY: Why, Father, that's just what I was going to talk to Mother about. Jim just asked

me to go to the dance with him. I told him that he was too nice.

MRS. H. and FATHER G. [together]: Too nice!

MARY: Yes. I explained to him that as a Catholic I couldn't risk falling in love with anyone who was not of my own religion, because I would never marry a non-Catholic. And it would not be fair to either him or myself to let our hearts get involved and then have to go through the agony of renunciation.

MRS. HAYES: What did Jim say?

MARY: He was surprised, naturally. He couldn't understand, he said, why I should let my religion dictate what friends I made.

Then he started to talk about "the good life" being the important thing, and everyone being free to attend whatever church he felt attracted to. I am very glad I spoke out now. I am determined that there will be no "Night of Decision" in my life. I learned from that story how heart-rending the experience can be.

FATHER G: Wise girl! Wise parents! Well, there is no gainsaying the power of the press. God bless you all. [He moves toward the right on the last words and goes out.]

MRS. H. and MARY: Good-by, Father. Come again.

NOTE: [Any other titles of books or magazines may be substituted for those given.]

## High School Observance of Bible Week

Mother Kathryn Sullivan, R.S.C.J.\*

**Editor's Note:** In previous years we have observed Biblical Sunday; this year it is Bible Week (February 10-16). The Confraternity of Christian Doctrine is sending out suggestions for this activity in Church, school, and home.

**B**IBLE WEEK offers a valuable opportunity for an alert teacher to present in a new and stimulating pattern some of the riches of our Catholic heritage that are too often forgotten or ignored because of the multiple demands of an already crowded curriculum. In such projects division of material makes possible a final correlation in a school assembly where the fruits of separate activity may provide instruction and inspiration for all.

The four projects here suggested relate directly to the Bible and assist the students to understand something of its wide application to life. "The Bible Bee" deals with those basic facts about Sacred Scripture that every well-informed Catholic ought to possess. Some of the literary treasures of the Old Testament may win the children's love as the result of the study plan that is proposed in the "Best Short Stories Ever Told." An apologetic aim underlies the study of the apparent contradictions between the Bible and Science. This topic is all the more pertinent because of the Holy Father's recent address to the members of the Pontifical Academy of Science. Modern visual aid material offers a new approach to the always valuable study of the life of Christ and of the land where He lived and taught and died.

### The Bible Bee

The ever popular quiz program can be incorporated in the observance of Bible Week. Lest there be those who would decry such a technique as a merely passing fashion, let it be remembered that the great St. Thomas did not disdain to use the form of questions and

answers in his monumental *Summa*. A student who has mastered the matter of a thoughtfully prepared "Bible Bee" possesses a fund of facts that can enrich a lifetime.

For those who wish to prepare their own questions and answers the Bible will be the best and inexhaustible source. For those who are glad to find their material carefully sifted and assembled, the indispensable book is the new and provocative: *What Is Your Catholic I.Q.*?<sup>1</sup> More than 280 questions and answers are there grouped in 14 tests which range from the activities of Adam to those of St. John the Apostle. The tests deal with the books of the Old Testament in general, then queries on Genesis, the history of Israel prior to the Kings, and finally questions on the period from the reign of David to the days of the Roman Empire. The New Testament material is divided into two parts: a very beautiful summary of our Lord's life and teaching, and a series of comprehensive questions on the Apostolic Age.

During Bible Week the students become familiar with this material. Classroom discussions and recitations are followed by competitions. The winners of each class may meet in a school assembly. Or an interschool meeting may match the finalists in a brisk contest.

### The Best Short Story Ever Told

A satisfactory definition of the short story is difficult to formulate, yet every complete course in English literature must include the attempt to make this *genre* understood and appreciated. During Bible Week some of the qualities of a good short story may be discovered by the students in the pages of the Old Testament. What are the essentials of a good short story? The list is long and every teacher has her own preferences in these matters but there is general agreement that there must be plot and dramatic conflict, theme,

\*Manhattanville College, New York 27, N. Y. Mother Kathryn is a member of the Catholic Biblical Association.

<sup>1</sup>Francis B. Thornton and Timothy M. Rowe, *What Is Your Catholic I.Q.?* (New York: P. J. Kenedy and Sons, 1951).



character portrayal, suspense, atmosphere, a point of view, limited focus, and unity.

Turn to the Book of Ruth. Summarize the story of the Moabite woman who became one of the long line of ancestors of our Lord. Check the story with the essentials catalogued above and let your class decide whether or not a single one is slighted or omitted. Nor is this an isolated example. There is plot and dramatic conflict in every part of the life of Joseph, from the dangers of his early days to the glory of the years in Egypt (Gen. 43:1; 46:28). Theme and character portrayal may be found in the story of the obedience of Abraham (Gen. 22:1-18). Suspense and atmosphere in the anointing of the shepherd boy David. A point of view, limited focus and unity may be studied in the courage of Esther (Esther 14:1; 16:24).

The analysis of these qualities gives an understanding not only of the literary art and craft but a definite and detailed knowledge of the men and women who were God's friends. The reverent acting of one of these tales will enable a large group to share in these lessons of faith and loyal love.

#### Sacred Scripture and Science

It is well to remind ourselves that we shall look in vain in the Bible for instruction in the natural or the physical sciences. Facts of astronomy, cosmology, anthropology, or biology are mentioned by the sacred writers only by reason of their nexus with religious truths. Employing language their readers would readily understand, these men spoke of the phenomena about them not scientifically or exactly but in terms then understood.

At the beginning of the fifth century, St. Augustine stated a truth that has hung resoundingly through the years: The Sacred Scriptures are free from error and in their pages there can be no contradiction of the facts of the secular sciences. Mindful of St. Paul's words: "All Scripture is inspired by God and useful for teaching, for reproof, for correcting, for instructing in justice, that the man of God may be perfect, equipped for every good work" (2 Tim. 3:16 f.), St. Augustine wrote: "The Holy Spirit did not intend to teach men those things that were in no way useful to salvation."

Once these principles are established, there remains the problem of their application. In such matters knowledge is power, for to know the most frequently alleged "difficulties" is to be able to dispel the difficulties that may occur to us or to others.

Some of the apparent conflicts between science and Sacred Scripture that could be presented profitably to high school students during Bible Week are the following:<sup>2</sup>

Is the history of creation as given in the first chapters of Genesis scientific history?

Are Catholics bound to believe that the world was created in six days of twenty-four hours each?

How can you explain the so-called miracle of Josue, commanding the sun to stand still?

<sup>2</sup>These questions and many others are found with simple, clear answers in *The Miniature Question Box*, Bertrand L. Conway, C.S.P., The Paulist Press, New York, 1951.

#### Visual Aids

Some of the new film strips can be used effectively in a school assembly at the close of Bible Week. Scenes from the life of our Lord can be thrown on the screen while an appropriate talk can be given by a priest or by one of the religious. If it is preferable to keep the program an all-student one, then even the youngest children could participate, a different child supplying the caption for each picture. Older children could read longer passages from the New Testament. Or, some charming verses based on these Gospel incidents might be recited. An interesting plan would be to assign one frame to each student. Carefully co-ordinated paragraphs may be prepared, which, when read consecutively, make up a complete life of our Lord. Not only can

this entertainment be a success but a special issue of the school magazine may be devoted to the publication of these little compositions and the children will have a life of Christ which is all the more dear to them because it is their very own.

If the accent is to be placed on the land of the Chosen People, where they so long awaited the Messiah and so tardily recognized Him, film strips of all-color views of Palestine may be presented. These may be procured with a study guide containing correlated geographical, archaeological, and Biblical data.<sup>3</sup> This could provide the perfect conclusion to the observance of Bible Week.

<sup>3</sup>An all-color film strip containing four maps and forty frames is distributed at cost by the Catholic Biblical Association, Visual Aid Committee, Manhattanville College, New York 27, N. Y. Ample material for a lecture is provided with the film strip.

## Advantages of the Daily Quiz

Robert R. DeRouen, S.J.\*

For the past few years I have been using a form of testing with my high school freshman English class that has proved to be most helpful—both for me and for the students. I give a short test, sometimes reproduced on paper, sometimes dictated or put on the board, at the beginning of every class period without fail.

Let me point out some of the advantages of this system so that other teachers may see some of the reasons for adopting such a seemingly extra amount of work!

First of all, each student in the class comes prepared to work. Even before class begins, he is getting paper out, a ruler ready, a pencil handy (which by the way he knows must be sharpened! for I tolerate no running to the pencil sharpener after the bell has rung, and I require two pencils on each desk). In other words, the restless boy (especially around the later part of the school year, and before all vacations, and on Mondays!) has definitely settled down. This is no small accomplishment! So many teachers waste a good part of the class time waiting for the general hum and moving around to settle down; with my system I never have had this difficulty, for at the first sound of the bell, each hand holds a pencil ready to write the answer to the first question, to spell the first word, or to diagram the first sentence. I vary the questions each day for this very reason: to keep the class guessing what will come first this time! So, the advantage of order, perfect order from the outstart has been accomplished. Businesslike attitudes from the first moment are most important with young wandering minds and squirming young bodies.

Advantage number two: Homework has always been a problem for every teacher; when can it be graded? how sure can we be

that it wasn't all copied at the general coke counter nearby? The daily test, usually over exactly what the homework concerned, will answer these questions for you; check over the daily test: lo and behold: you'll see at once who did homework carefully, and who copied it. The daily quiz, short and to the point, is much easier to grade than all the homework papers. The daily quiz will almost force the youngsters to do the homework more carefully, for they know that they will be required to write for class every day. As to the problem of not grading the homework and thus causing it to be done poorly—well, this won't happen if you check the homework to see if all the papers are in, and occasionally put a grade on it and hand it back. The quiz which you give will be a far more accurate norm of how well the class studied the matter assigned the previous day.

A daily quiz is an excellent means of telling the teacher what he needs to repeat, or to skip in the next review: and this is a very important advantage number three for a busy teacher. He will learn how well his matter is going across, and he will learn this carefully through the daily check. He will be able to help poorer students privately by having the tests on hand to check over them with the slower students.

For a super means of helping both the class and the teacher in this business of order, time, and accuracy, I recommend the daily quiz, prepared carefully for five or seven minutes at the beginning of each class. Bring in order to your class by a very simple and effective method. While a test is in progress, a teacher can learn to handle many of the mechanical things that have to be done in the room; for instance, checking absentees, ventilation, heating, preparing books he wants to use, even putting a few things on the board.

\*Alma College, Alma, Calif.

## Outside Reading Must Be Fun

*Sister M. Norbert, R.S.M.\**

Usually there are groans when my English classes hear that outside reading is a must. The freshmen must read at least one recommended book every six weeks. The other classes must read more. Two, three, or four are required from each in those classes. Reports on the books must be turned in.

The last six weeks of the first semester, we varied our reports. Each student chose one of the books she has read this school year, and summarized it in the fewest possible words.

Next each of the freshmen and the sophomores had to verify her summary by quoting dialogue or narration from her book that proved her summary was right.

The girls were told that they may have only three minutes each to do that. However, concessions had to be made. Some of the books just couldn't be done in that time.

The girls acted their little skits. Each girl had the privilege to choose her part in her own book. She also assigned parts to her help-mates in her class. We tried to keep the number of characters to the minimum. The books

difficult to dramatize were read. We had to have some narrators.

Costumes were banned at first. We tried to make the story go over by our voices and some acting. As it turned out, the girls could not give up the fun of costuming. In the end we yielded to the extent of our resources.

All this was work. It was hard work. Yet it was fun. And we had 17 varieties of books. Among our books were: *The Cardinal*, *The Trapp Family Singers*, *Come Rack, Come Rope*, *Folklore*, *Mexican Missions*, *Our Lady of Lourdes*, *Our Lady of Guadalupe*, books on race horses, books on racial justice, books exposing family feuds and going steady among teen agers. We had mystery stories and biographies. We had books that showed how some people overcame difficulties. There were hero stories and the *Edge of Doom*.

That it was an effective way of introducing books is shown by the fact that the girls now are reading each other's. And still more in that the teacher was moved to read some of them also. True, from necessity in some cases, from curiosity in other cases.

\*Mount Mercy College, Cedar Rapids, Iowa.

## God's Garden

*Sister M. Wilfrid, O.S.F.\**

Very frequently one finds children of all ages and sizes hoarding and collecting photographs of movie stars until they have a regular gallery, and can ably associate their names with almost any role on the modern screen. From this originated the idea of planting seeds in God's Garden, and studying these flowers of heaven so that a mutual understanding and a lasting friendship among the saints might be developed and cherished.

In order to have a successful garden, a plot of nice, rich soil appropriate for cultivation must be selected, and what could be more desirable and fertile than the open, tender minds and hearts of school children who eagerly long for religious themes and stories. Preparation and methods of approach for this project were done by an assiduous study and devotion to the saints. Stories were read, relayed from records, told in words and songs, and gathered from picturesque books.

The seeds for God's Garden had to be planted firmly in position, so visual aids came cheerfully to the rescue. Seed books and catalogues could boast of their harvest of flowers as well as their devices and scientific methods, but the children were determined to plant

flowers that far surpassed the finest in earthly garden seeds. Catholic calendars, catalogues, magazines, advertisements, boxes, and folders were searched until a fine selection of seeds, images of the saints, were obtained and mounted. The influx of pictures became so great that it was impossible to represent them all; however all hands were at work until the bulletin board became replete with striking pictures, a veritable studio of God's choicest flowers capable of teaching others to serve.

From time to time pruning had to be done, questions were asked and solved. Research work and explorations, together with the socialized recitations eliminated many useless and superfluous weeds of doubt and misapprehensions. Yes, this pruning and cultivation went on during each catechism period set aside for this stimulating work. At no time did the students show any lack of interest. On the contrary it seemed to loom to a greater height each day.

Clouds of soft rain that kept the garden well watered and freshly washed to a glistening green, fell in the form of repeated ejaculations that perfumed the air. Insects were eliminated by keeping in mind memory pictures of the saints, and some emblem indicative of

the saint's life, writings, or instrument of torture. The children could readily identify a great number of flowers in God's Garden as soon as a picture was presented. If a picture of a saint were presented with a wheel partially broken, St. Catherine of Alexandria was at once recalled. St. Lawrence with the grid-iron, St. Michael with the dragon and sword, St. Roch with the wounded leg and a dog, and so on down the line of many, many saints, until all the flowers were well known.

Finally the looked-for harvest began to manifest itself. Of their own accord the children came to school earlier than usual. They loved to stand before the bulletin board, point out and identify the saints, then challenge one another to pick out certain ones and give some concise data regarding his or her life on earth. At times their voices reached an anxious climax, so that other pupils and teachers were attracted to the scene. One day the principal dropped in, and found the enthusiasm so great that even her challenge could not deter nor make them falter in the short history of these flowers in God's Garden. Such a refreshingly earnest attitude impressed everyone who witnessed their recitals.

The study and inquiry into the lives of the saints had a utilitarian value not only at school but at home also. Booklets were made, pictures were mounted, and short informational sketches were presented. Some took the leaflets published by the Apostleship of Prayer and just pasted the picture on one side and the story on the opposite side. Parents and older brothers and sisters began to take a lively interest.

Letters were composed by the pupils to a desired saint, and the answer from the saint resulted, adding much joy to the project.

After this extensive study, a radio broadcast from heaven to earth was planned and presented for other classes. The pupils seemed to enjoy this method of tuning in for news on air waves from heaven. One of the boys whose baptismal name was Peter was appointed the announcer, while each of the pupils took the part of some special saint that was posted on the bulletin board. One after the other entered the room and told how each had earned so coveted a place in God's Garden.

The following is the manner in which the characters entered the room and stood before the microphone. Costumes may be added.

ST. PETER: This is G.G., God's Garden, and heaven's broadcasting station. This is St. Peter. It is my earnest duty to escort many flowery souls to the heavenly throne. Some are tiny buds that have just opened their velvet petals to God, others are pure and full grown lilies, while many are strong, heavy, and hardy flowers who led others to Christ by their pattern of life. Various and varied are the saints, a symbol of God's workmanship and artistic taste. Take one of these flowers for your pattern, for there are many gates of virtue that lead one into the Garden which God planted for Himself. Here each one lives on his earned income. "Come in Christ."

CHRIST: My Garden is in Paradise and excels any earthly garden, for it is filled with

\*303 South Third St., Sterling, Colo.





*Bulletin Board Display of Flowers From God's Garden.*

beautiful, pure white, unspotted souls who earned a place there, for it is sanctity alone which will restore the world.

In this garden may be found flowers of every color and hue; flowers of every age and creed. They are the virtuous bits of joy and happiness that filled the world with their perfume of kindness. These souls brought many sacrifices and made sanctity their goal. Do things now, store up graces so some day you too may have a place in this Garden. Here you will find some that were young and tender when picked early in life with the dew of morning still upon them; others were burdened with age, but by their fidelity to God they won the prize.

ST. PETER: The Blessed Virgin who is Queen of the Saints has a few words for you. "Come in Blessed Mother."

BLESSED VIRGIN MARY: As a young virgin, it never came to my mind that I should be chosen to be God's Mother. Although my divine Son became man and died to save men, He wants you to love and pray to His Mother. Several times I came back to earth, and begged people to pray the Rosary, so pray and pray often that Russia may be converted. From the very beginning God prepared my body for His tabernacle where His divine Son should rest. Just as I obeyed, so you too must receive Holy Communion often and have Christ ever in your heart.

ST. PETER: St. Joseph in his meekness hesitates to speak, but he has finally consented to do so. "Come in St. Joseph."

ST. JOSEPH: I am St. Joseph, the foster father of Jesus. Because I had the happiness of dying in the arms of Jesus and Mary, I am called the patron of a happy death. God's Garden is so beautiful that no words can describe it. There are many, Oh, so many

kinds of flowers there, all differing in beauty, build, and hue. All of these have sweetened someone's life on earth, and God will be looking for you. He has a place for all of you.

ST. PETER: One saint after another will speak to you and inspire you to imitate them for they are the standards of right and wrong.

After this invitation, each one appeared before the microphone consumed with eagerness to give the details of the life and virtues of some saint whether a bud, blossom, or full-grown flower.

The parts spoken were composed by each individual child. One boy had been very ill, so his parents promised to buy a large statue of Mother Cabrini for the church if he were cured. Their prayers were answered; the statue was placed in church and this confidence in her brought him to school every day. This boy selected her, and when he rose to speak all looked at him with awe even when he said, in a loud firm voice, "I am Mother Cabrini." Then he added interesting events of her life with a faith that could never be questioned.

One of the boys who represented St. Ignatius said, "For some time I had been praised as a brave and noble soldier, but I never knew anything about the saints until I fell wounded. I tell you my puffed up pride sank down like a pricked balloon when I learned about the great heroism of the saints. From that time on I devoted my life to Christ, for that was a greater challenge to my courage."

At the close of this project, a new impetus was given in the form of a test on the saints. This quiz was in the form of a completion test and was one that was enjoyed by all.

*Note: In a future issue we shall publish Sister Wilfrid's Test on the saints.—Editor.*

## THE CALENDAR: FEBRUARY

Feb. 2. **Purification of the Blessed Virgin — Candlemas Day.** The children should learn the meaning and purpose of blessing candles. This is the day on which our Lady presented Jesus to His heavenly Father in His own Temple.

Feb. 10 is the **Fifth Sunday After Epiphany**; it is also **Septuagesima Sunday**, the beginning of the introduction to Lent. The Mass for the fifth Sunday after Epiphany is anticipated on Saturday, Feb. 9.

Feb. 11. **Apparition of Our Lady at Lourdes.**

Feb. 24. **St. Matthias, Apostle.** The children should note the feasts of the Apostles. This year, St. Matthias' comes on Sunday; hence the Mass will be said on Monday, Feb. 25.

Feb. 27. **Ash Wednesday**, the beginning of Lent.

### Special Events

February is **Catholic Press Month**. You can get some helpful material for observing Catholic Press Month from the Catholic Press Association, 120 Madison Ave., New York 16, N. Y.

Feb. 17-23 will be observed as **Catholic Book Week**. The theme this year is: "Christian Reading for Joyous Living." To obtain posters and other material, write to the Catholic Library Association, P.O. Box 25, New York 63, N. Y.

Feb. 12. **Abraham Lincoln's Birthday.**

Feb. 22. **George Washington's Birthday.**



## Spirits in Books

## COLLEEN'S DREAM

Sister M. Eustella, I.H.M.\*

SCENE: Library or living room in home. Curtain rises on Colleen reading a book. Mrs. Fraser enters.

MRS. FRASER: Colleen, it is time you were putting that book away and beginning your studies. [*Colleen continues to read.*] I do wish you would not become so interested in those novels as to pay no attention to anyone or anything. Furthermore, Colleen, I do not approve of your selection of books. And —

COLLEEN: Oh Mother! Must you bring that up again? After all, when a girl reaches the age of 16 or 17, she should be able to select her own reading matter. All you ever want me to read are books filled with religion and piety.

MRS. FRASER [*as she leaves the room*]: What shall I do with you, Colleen? You know that is not true. Our library is filled with all kinds of interesting and entertaining books, all purchased for your enjoyment.

COLLEEN: I have the right to read the books I wish, and besides this is an excellent story, a best seller [*continues to read a few seconds, drops book*]. I am so tired after that basketball game! I'll just cuddle up here in the chair a while before I begin my studying. Wouldn't school be a pleasure, if there were no homework! [*Sleeps.*]

SPIRIT OF BAD BOOKS: Ho! Ho! Another conquest! Well! [*looking about*] Are any of those saints of literature, with their faded pages and inconstant use, awake this dull evening?

SPIRIT OF GOOD BOOKS: May I help you?

SPIRIT OF BAD BOOKS: No, I have come to take your place among the books in this home. Already, I have this young school girl enamored with my alluring best sellers. I have her! I have her!

SPIRIT OF GOOD BOOKS: No, you cannot usurp my place in this Catholic home. Why, I have been the means of untold good here, even with this poor young girl whom you are endeavoring to claim. You have done nothing but poison her mind with false philosophy.

SPIRIT OF BAD BOOKS: Ha! Ha! You, a source of good to Colleen — when she never touches you. For whom has she been showing her preference lately? Not for you, with all your old fashioned ideas! She is mine. I tell you, mine, all mine! It won't be long now, before I have her in my power. And then! and then! Good-by to all her feigned piety — and assumed goodness. She will worship at the shrine of modern books: best sellers! Away with you!

SPIRIT OF GOOD BOOKS: It is just your out-

ward show that tempts Colleen to venture into the inside of your filthy pages. She will soon realize her mistake.

SPIRIT OF BAD BOOKS: Don't flatter yourself that you will ever get Colleen to read your books again. When people read books, it is for pleasure, not to have a sermon preached to them. You with all your piety, you don't suppose people enjoy reading you, I hope.

SPIRIT OF GOOD BOOKS: You ghastly creature! Colleen is a dear, sweet girl. It is reading your sordid literature that is undermining her faith, and that of other good boys and girls. You with your sneering jeers at the good and the beautiful. Some people, perhaps, receive enjoyment from the sinful pages of your books. If my covers held as much hypocrisy and wrong teaching as dwell between your bindings, I would hide my face in shame. "As a man thinks so he is."

SPIRIT OF BAD BOOKS: Well, why does Colleen not sit up night after night reading what you recommend? It was one of my books, a "best seller" on the objectionable list, that held her interest until midnight last evening.

SPIRIT OF GOOD BOOKS: Reading should inspire lofty thoughts and noble ideals. O that I might inspire Colleen to read and know the pleasure and the charm that good books can bring her.

SPIRIT OF BAD BOOKS: Good books! — No one follows you but a few uneducated persons.

SPIRIT OF GOOD BOOKS: How can you say that? Saints and scholars, men and women of all walks of life have been my following down through the ages.

SPIRIT OF BAD BOOKS: Bah! Bah!

SPIRIT OF GOOD BOOKS: Our Holy Father has said, "It is most necessary to stress the task of the good book, which is that of educating the people to a deeper understanding of things, to think and to meditate."

Come in Good Books and speak to Colleen. Tell her of the romance, adventure, and mystery contained within your covers.

[*Enter Good Books: A group of girls who will give reviews of books.*]

1ST GIRL: Colleen, you would not associate with questionable companions; then why read books that are most seductive and deceiving? Rather make friends with books whose moral tone will give you strength of character and greatness of heart. Have you read *Edmund Campion* by Evelyn Waugh? I have just read it. Mr. Waugh was awarded the Hawthornden Prize for this biography and he dedicated the book to Father Martin D'Arcy, S.J., who received him into the Church in 1930. If

you want thrills and adventure and inspiration, Colleen, why not read the biography of the English Martyr, Edmund Campion? We have a copy in our school library.

2ND GIRL: Oh! last week I read *Better A Day*. Was it ever fascinating! Biographies of 15 Jesuit Brothers whose lives were one round of adventure, sacrifice, action, and color for the love of God. They really faced the trials of soul and body which came their way. Read it, Colleen — any boy or girl will enjoy this ardent devotion to Christ's cause.

3RD GIRL: I was browsing around our school library and was pleased to see so many excellent biographies. Modern saints and those of other times all written in a most appealing manner. All the books listed on the General High School List for the Archdiocese of Detroit are on the shelves. Read some of those, Colleen.

4TH GIRL: Here is a novel, *Maria Chapdelaine*, by Louis Hemons. It is a delightful portrayal of French Canadian rural life. The characters lead a life of toil but they always have a devout faith in God woven into their daily lives. I also read René Bazin's *Magnificat*. Did you ever read it, Colleen? Romance, history, mystery, thrills all within the pages of this realistic novel. Read it, you will like it, I know someone will say those are old, but they are classics.

5TH GIRL: I am reading, *The Family that Overtook Christ* by Father Raymond, a Trappist. It is really a novelized biography of St. Bernard, Abbot of Clairvaux and one of the greatest figures of history. You gain the impression that the evils of any age, no matter how great, can be met if people become "God conscious" and learn to supernaturalize the natural. "The twelfth century has its lesson to teach the twentieth."

6TH GIRL: The library has so many interesting books, books of fiction, biographies, career books, travel books, books of Catholic Action and lay apostolate, books of science, books of human relations, and reference books. Here are some books for you, Colleen: *A Story of the Aeneid*, *Adventures of Odysseus and the Tale of Troy*, *Lord of the World*, *Shadows on the Rock*, *Wreath of Song*, *Not Built With Hands*, *Song of the Cave*, *Pillar of Fire*, *Inuk*, *Twenty-one Saints*, *Murder Takes the Veil*.

COLLEEN [*awakes*]: Mother, Mother! Oh I have just had a terrifying dream and all about books — books. I saw the Spirit of Bad Books. She was such a wretched creature. Oh Mother! Oh Mother! From now on I shall read books recommended by the Spirit of Good Books.

MOTHER: My dear child, I admire your determination. Some dreams seem so fantastic and absurd, but I believe yours was a fruitful one. [*Doorbell rings.*]

MOTHER: Why Patsy, Anne, Dorothy, and Margaret too! This is a surprise.

PATSY: We are just coming from the library and thought we would stop and see Colleen.

COLLEEN: I am so glad you did, girls. Have you some good books?

ANNE: I have *Mother* by Kathleen Norris. They say it is a very wonderful book for girls. It gives the right idea of the real

\*Holy Redeemer High School, Detroit, Mich.

dignity of motherhood. I do not know whether you will like it or not, Colleen. You know you and I never agree on books.

COLLEEN: Perhaps we shall now, Anne. [Anne looks at her puzzled.]

DOROTHY: I thought I'd never remember the name of that book I wanted, but it just came to me in a flash.

MARGARET: If things come to you at all, they always come in a flash, don't they, Dot? [Colleen and Anne sit down.]

COLLEEN: What was the name of the book, Dot?

DOROTHY: Why, why, I don't remember. [All laugh.] But wait! I have it with my coat. [Goes over to coat and picks book up.] Its name is *Diary of a Country Priest*, by Georges Bernanos. In France a film based on the story has made a profound impression on movie goers. I also have the *Biography of Father DeSmet*, by Helene Magaret. He preached the Gospel in the western part of America in the 1840's. We can use this book in our American history class.

MARGARET: I recommended that to her. I don't know what she would do without me.

DOROTHY: Margaret, I would like to inform you that you are not a bit responsible for my existence.

COLLEEN: What is the book about, Margaret?

MARGARET: Are you really interested? Whatever has come over you?

ANNE: Colleen, do you mean it? What has happened?

COLLEEN: Nothing that I can explain very easily but I have resolved to read only good books from now on, the kind you girls have always read and enjoyed.

ANNE: Colleen—I am so glad!

PATSY: I like mystery stories.

DOROTHY: But mystery stories never teach you anything.

PATSY: Thank goodness, all books aren't written to teach us things. One of the most important reasons for reading is to obtain pleasure.

DOROTHY: But other important reasons are that literature is a treasure house of ideals and fosters these in the hearts of men. It enables us to understand the complex life we have to live.

MARGARET: Oh Dot, you memorized that from your literature book.

DOROTHY: Which is more than you did, Margaret. You are always laughing at me. But I don't care. Besides mystery stories do foster high ideals the same as any other kind of story. I am not just now reading a mystery story, I am reading, *Vocation to Love* by Dorothy Dohen.

COLLEEN: Oh, tell us about it.

DOROTHY: Well—

ANNE: Such English.

DOROTHY: Well, it is Catholic Action through the lay apostolate. That means "to bring individuals and society back to God through carrying the charity of Christ into all phases of life. Through Mary, the Holy Spirit makes apostolic Christians and saints."

COLLEEN: Do you think we could do that?

DOROTHY: I don't see why not. We will hear more about this in school.

ANNE: Now that your taste in reading is changing, Colleen, I trust you will take a minute now and then to read good magazines.

COLLEEN: We subscribe to *America* and some of our neighbors take the *Commonweal* and the *Catholic World*.

DOROTHY: We take the *Liguorian* and all the family enjoys it.

MARGARET: Our school library subscribes for *The Catholic Digest*, *Information*, and *Integrity* and the Sodality takes *The Queen's Work* and *Today*.

COLLEEN: Girls, Mother has prepared a

luncheon for us in the dining room to celebrate my firm resolve to read only good books in the future.

Hurrah for Good Books  
Hurrah for Good Books.

## How We Observed Catholic Press Month

Sister Charlesine, O.S.U.\*

The Catholic press rightfully had its place in the activities of the elementary school program at St. Thomas More School during February, 1951. To start the project, we gave a pep talk on doing something worth while in the interest of our Catholic press. A spark of Catholic pride was kindled and soon whole-hearted interest was shown on the making of a neat border bearing the words boldly in white, mounted on pastel colors: "Book Friends."

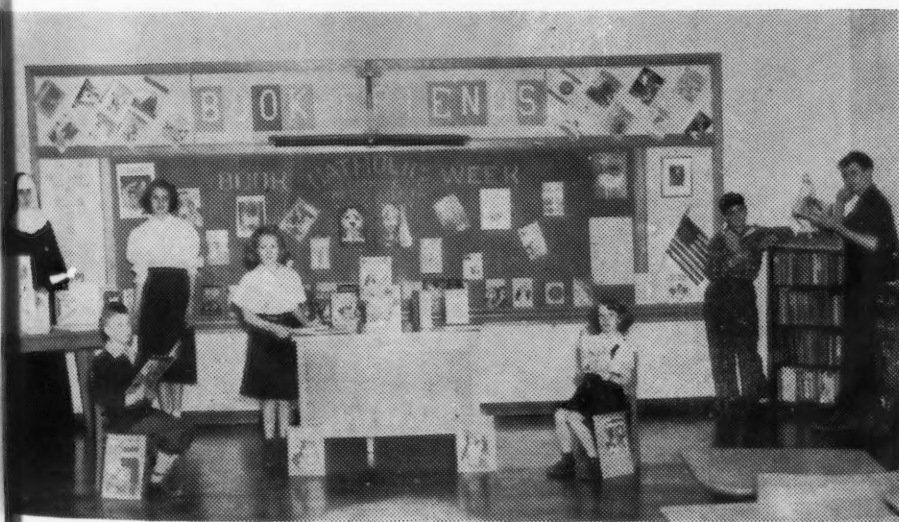
On either side of this was arranged in a very artistic manner the colorful jackets of books by noted Catholic authors. To this collection were added the various front covers of Catholic magazines received in the respective homes. This proved an excellent way of acquainting everyone in the room with one or more new Catholic publications. It was really enjoyable to witness the interest displayed getting that front central board in readiness for actual study during Catholic Press Month.

Then on the first day of February, a little meeting was called for the purpose of making known to every member of the class the definite plans arrived at during the weeks of preparation.

The most important of these were:

1. The setting aside of a period on Mondays for summaries of different articles found in Catholic magazines or newspapers. These not only fostered Catholic press consciousness, but did much to instruct and enlighten those youthful minds.
  2. At least one book should be checked out during the month by each pupil. This was read with gusto and resulted in the withdrawal of another one only after inquiring, "Have you another one as good as this one I am turning in?"
  3. Each child was requested to read one or more of the many pamphlets exhibited and report on each when called upon during literature class. The series, "God's Heroes" was of first choice with its central theme, "Boys and girls can become saints by performing daily duties well, not necessarily by being led to a guillotine."
- At the end of February, each pupil experienced a feeling of satisfaction and pride for having understood and observed "Catholic Press Month."

\*St. Thomas More School, 3230 Buckner Lane, Paducah, Ky.



Catholic Book Week Exhibit, 1951, at St. Thomas More Elementary School, Paducah, Ky. Ursuline Sisters of Maple Mount, Ky., are in charge of the school.

## A Guidance Program for Grades V-VIII

Sister M. Veronica, O.P.\*

### FEBRUARY

Dedication: The Passion of Jesus  
Aspiration: O my Jesus, I thank Thee  
for having died on the Cross for  
my sins.

Hymn: Jesus, Dear, You Died for Me  
Special Intention: For my parents,  
brothers, sisters, and relatives.

Consideration: HUMILITY

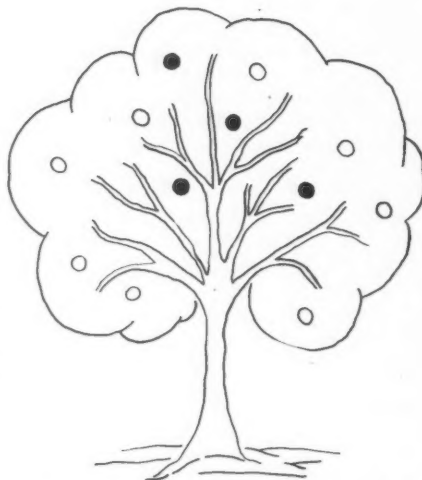
1. Am I happy when others are successful and praised?
2. Am I sad when I am overlooked?
3. Do I ever do things just to "show off" at home or in school?
4. Do I let my mother and sisters pass through doorways before me? Do I recognize the courtesies of my brothers? (If a girl)

### PRACTICE

First Week: To make a special effort to show gratitude to my parents, teachers, and pastor by kind acts and especially by making use of "Thank you" for any favors received.

Second Week: To show at least one act of respect (a very conscious act) to my parents, teachers, and pastor.

\*Immaculate Conception Convent, 3600 Broadway, Great Bend, Kans.



By Their Fruits You Shall Know Them.

Each day that the resolution is kept, add another fruit to the tree.

Third Week: To give up my own will at least once each day at school and at home.

Fourth Week: To be very loyal to my home and school by saying nothing nor doing anything which can lower it in the eyes of others.

Special Saint for Study: St. Catherine de Ricci, February 13.

## The American Way

Sixth-Grade Pupils\*

[Off stage a speaker is criticizing the government. A group of people, listening and agreeing with the speaker, can be seen at left side of stage.]

1ST: I think that man is saying something that would be worth while for us to think about.

2ND: I think he is right, too. How does my vote help to make honest leaders in government?

3RD: I think our children should not be obliged to salute the flag as a class exercise.

4TH: Nor do I think religious holidays should be observed in a democratic country.

\*Prepared by St. Joseph's Civics Club, Sixth Grade, St. Joseph's School, Portland 5, Maine. Submitted by the teacher, Sister M. Timothy, of the Sisters of Mercy (Mother House at Portland, Me.).

5TH: I was an eyewitness to a burglary but I won't give my evidence in court. Most likely, the crook will escape from jail or he will be given a light sentence; then he'll search me out and plug me with bullet holes.

3RD: I think drafting men for service is unjust.

6TH: You're right, all of you. Let everyone live and mind his own business, and everything will be all right.

7TH: I'm going home. I just knocked off from my work in a defense plant, and I plan to sneak away for a couple of days of good hunting. I'll have my wife call the manager to give him some excuse.

8TH: I'll join you on that trip. I expect a few collectors to be calling as it is the middle

of the month, and it would be embarrassing not to be able to meet my obligations.

9TH: Just a minute, citizens, I would like you to hear what my friends and I think about all this.

7TH and 8TH: Aw, we haven't time. Who are you? What do you have to say, anyway?

5TH: Go ahead, Mister. Everyone may express his opinion. If we laugh, remember, you asked for it.

9TH: Thank you, Sir. First, of course, it matters whether or not you do vote. If you don't, the bribing politician will obtain a government job. You will have dishonest leaders. Then you criticize the very officials you allowed to take key positions.

10TH: We must pay taxes, in order that the Federal Government will be able to meet the enormous expenses connected with the efficient functioning of its different departments.

11TH: We Americans are very lucky to be free to worship as we choose. We should co-operate and respect everyone's religion and his religious practices.

12TH: The police, the judge, and the prosecuting attorney often find it difficult to correct the criminal because the people who have the evidence won't make themselves known, or if they are called to the witness stand will not "tell the whole truth and nothing but the truth."

13TH: You spoke of going hunting. What would happen if we all took days off? There would be less production causing unemployment, inflation, fear, and worry because of lack of security.

14TH: The other day my 19-year-old son, Paul, received his notice from the draft board. My wife and daughter begged me to use my influence as a member of the city council to have him deferred. But now, Paul and I have convinced them that the armed forces protect our homes, families, and our liberties. Our men must always be ready to defend them and to keep them safe.

15TH: The flag stands for our country, for liberty, and for justice. The American flag is respected by everyone who is a good citizen. As children we were taught how it should be displayed and cared for. The star from Maine is in the last row, the second star from the right.

1ST: Your ideas are courageous and loyal.

2ND: Yes, you have shown us that in a democratic country everyone must share responsibility, and that each citizen must perform his duties generously.

6TH: Let us all be grateful for *Our American Way* of life. Let us never allow our precious heritage to be taken from us.

ALL: Pledge allegiance or sing *America*.

### TIME FOR STUDY

Brother Boniface Joseph recently told a teachers conference at Providence, R. I., about one of his pupils who admitted watching television "at least four hours a night." When Brother Boniface asked the boy when he found time to study, the reply was:

"Oh, I do that during the commercials."



# Art As a Handmaid to Religion

*Sister John Joseph, O.S.F.\**

Sister was in charge of the fourth and fifth grades in a small rural school. The children came from farm homes in which the interest centered about the crops and the stock. The reading material of the parents was, in most cases, limited to farm journals and a weekly paper published in a near-by town. The cultural background of the children was therefore somewhat limited. They could see very little reason for going to school, but accepted it as a necessary evil, and nothing that Sister did roused them to more than a temporary enthusiasm. The Friday afternoon art period seemed to be one exception however. They enjoyed it, looked forward to it, and were keenly disappointed when anything deprived them of it. When Sister realized this, she decided to make this period as fruitful as possible. Since she had practically no talent for drawing, this posed something of a problem which only prayer and perseverance solved for her.

## The Vine and Branches

The period which struck an all-time high for apathetic inattention was the religion period, so it seemed that it might be possible to make it more attractive by correlating it with the art period. The doctrine under consideration when the experiment began was that of the Mystical Body. The children were familiar with such terms as "Vine and Branches" and "Head and Members" but could not seem to grasp their meaning in relation to themselves. Because they lived so close to growing things it was decided to make a poster symbolizing the Vine and Its Branches. A suitable design was found in a catalogue of religious articles and a way of using it worked out.

The first step was to review the doctrine on Friday morning. Then a sample poster was shown. It was colorful and the children liked it. The Greek letter symbol with the "X" modified into a Latin cross was in blue and yellow; this represented Christ. Branching out from the Cross were sprays of green grape leaves and clusters of grapes. Sister explained that the Cross was Christ, the Vine, while the grape leaves, fruit, and branches represented the children and all members of the Church.

The next step came during the art period. Primary colors were reviewed and the children were told to combine them in various ways. Almost at once someone noticed that blue and yellow made green and asked if that was why Sister had made the cross blue and yellow. It was not long until everyone was seeing that the green stems and leaves came from the blue and yellow of the cross. Someone

suggested that they make yellow grapes as well as blue, while still another child thought all the grapes should be green to show that they "really and truly came from Jesus." One child put in tiny leaves and branches to represent her small brothers and sisters, for—as she explained—"They are part of Jesus just the same as I am." All in all, it was a most successful afternoon.

## The Seven Sacraments

The next week they made a blue and red cross from which flowed seven purple streams. These were the seven sacraments and were purple to show that they came from Christ and carried sanctifying grace or "God's Life," as the children put it. The purple streams flowed into a bowl from which small birds were drinking. These birds were to represent the children, so some of the children very carefully splashed them with purple to show Sister that they understood that the sacraments brought something of God to them.

From the very beginning of the experiment there was an increased alertness during religion period, for the pupils were anxious to see how they could put what they learned into a poster. The Mass was studied about Thanksgiving time and although some orthodox posters of turkeys and Pilgrims were made, the children asked for extra time in which to make a Mass poster, because the Mass was the "best way to say Thank You to God"

Every sacrament was discussed with a view to making a symbolic picture of it. The various liturgical seasons took on a new signifi-

cance for the children. Advent meant clouds dropping moisture onto a parched earth, while a rising Sun peeped over the horizon, through the clouds. At Christmas a poster was made showing the risen Sun resting in a manger, while above it a red and yellow Christ symbol glowed. Needless to say, the Sun was orange.

## The Ark and the Church

Perhaps the poster they most enjoyed making was one showing the Ark perched high and dry on Mt. Ararat. A rainbow spanned the sky and a dove with a branch in its mouth flew toward the Ark. Below the rocky top of the mountain dark waters rose in waves toward the Ark. Before they started to draw it, Sister asked the children what they thought the picture meant. They all knew the story of the Flood, but she was anxious to see if the picture held any symbolic meaning for them. To her surprise it did. The fifth grade consulted together and decided that the Ark was the Church, while the dark waters below were their sins, from which the Church alone could save them. One fourth-grade boy asked if the rainbow, which contained seven bars of color, "stands for those seven things we get from the Holy Ghost when we're confirmed?" That question came as a distinct surprise, for the Gifts of the Holy Ghost and Confirmation had not been formally discussed in class. Incidentally, the boy who asked the question was the blackest of several "black sheep" in the class.

At the end of the school year, as Sister reviewed the results of the experiment, she felt that it had been decidedly worth while. The children had absorbed large doses of Catholic doctrine painlessly and without much effort; they had been stimulated to independent thinking; they had learned something about color and design; and last, but by no means least, Sister herself had learned some very useful things about drawing and design.



*A weekly story hour at the St. Hedwig Industrial School, Niles, Ill. (7135 N. Harlem Ave., Norwood Park Station, Chicago). The Felician Sisters are in charge of the school. Rt. Rev. Msgr. Francis S. Rusch is the superintendent.*

\*St. Joseph's School, Park View, New Mex.

# Aids for the Primary Teacher

## For Father's Feast Day

### HEAVEN 1-1-1-1

Sister M. Clarice, S.S.J.\*

**Editor's Note:** This dramatization for the pastor's feast day is adopted from the Chuck White script in "Treasure Chest" of February 4, 1947. George A. Pfau, publisher of "Treasure Chest" has given permission to Sister Clarice to use the story for this purpose.

#### Directions

The playlet may be presented as written here or with the children on the stage and the heavenly characters heard off stage—preferably through a loud-speaker. The latter method would eliminate costumes for the heavenly characters.

A number of children of various ages are assembled off stage, seen conversing and playing together. To the side is a small platform where a telephone is available.

#### Heavenly Scene

Huge clouds made of white paper are placed here and there to give appearance of depth. A small platform is arranged for St. Peter's Throne—possibly draped. To one side is St. Peter's desk on which is a huge record book, a golden telephone. A large golden key is hung in front of his desk, and gold paper is wound around legs of desk and chair. An angel is perched on either side of his throne. Stars glitter here and there.

JUDITH: Let's do something. This is a free day, isn't it?

VIRGINIA: Let's play a game.

WALTER: What shall we play, tag?

JOHN: Huckle-buckle-bean-stalk?

DAVID: Bean ball?

BARBARA: I know a game, let's play telephone.

CHILDREN: How do you play that?

BARBARA: I'll show you. *[They all run to platform where telephone is available. Barbara takes the receiver and says:]* Operator, may I please have Heaven 1-1-1-1?

*[As phone rings the stage curtain opens on "Heaven" or what might be St. Peter's throne room. Phone keeps ringing until St. Peter descends from his throne and goes to telephone at his desk.]*

ST. PETER *[changing his voice to an old man]*: Hello, St. Peter talking.

BARBARA: St. Peter, this is Barbara *[give last name]* of earth. A few of the children down here would like to talk to some of the saints up in heaven . . . and, by the way, how's the weather up there?

ST. PETER: Why, don't you know, in heaven it's always sunshine.

BARBARA: It's raining down here but we're making sunshine inside. You see, today is Father . . . feast day. May I please talk to St. Anthony?

ST. PETER: Just a minute, he's probably out *finding something*. *[Calls]* St. Anthony! Barbara . . . of earth would like to talk to you.

ST. ANTHONY *[voice coming from distance]*: Just a minute, I'm trying to find Sister's pins, she's always losing them, you know. *[St. Anthony walks to phone with a large notebook in hand]*: Hello, this is Anthony speaking.

BARBARA: Hello, St. Anthony. This is Barbara . . . of earth. I would like to ask you some questions.

ST. ANTHONY: Oh, indeed!

BARBARA: St. Anthony, does it always work that if you say three Apostles' Creeds you will find what you have lost?

ST. ANTHONY: Did it ever not?

BARBARA: Well, no, St. Anthony. Remember when Father . . . lost a thousand dollar check? Did you hear our prayers?

ST. ANTHONY: Yes, I did! And I'll bet I can tell you where it was. . . . Let me see *[shuffles hurriedly through his notebook]*. Ah, yes, here it is. It was in the rectory under his bed.

BARBARA: Oh, how funny! By the way, how's your football team?

ST. ANTHONY: Oh, it's pretty good. They have tomorrow's game all cooked up and ready to eat.

BARBARA: That's fine, that's all I wanted to know. Good-by.

ST. ANTHONY: Good-by.

*[Children interrupt with: It's my turn. Let me talk, etc. John gets a grip on phone first.]*

JOHN: Hello, St. Peter? I am John (last name), I would like to talk to St. *[parish patron]* . . . .

ST. PETER: Yes, just a minute and I'll call him.

PARISH PATRON: Hello?

JOHN: Hello, St. . . . , my name is John . . . and I am in the sixth grade of St. . . . School. I want to ask you some questions.

PARISH PATRON: Very well, I'll try my best to answer.

JOHN: First, do you think our school has a good reputation?

PARISH PATRON: Yes, John, because the children have a fine spirit and I'm sure they will always have one.

JOHN: How do you like being patron of St. . . . school?

PARISH PATRON: I like it very much, and Father . . . and the Sisters are doing a good job down there.

JOHN: How are you celebrating St. . . . feast day today?

PARISH PATRON: We are singing songs, and the Blessed Virgin is baking him a chocolate cake.

JOHN: Did he receive many gifts?

PARISH PATRON: Yes, St. Anthony found his lost Rosary, St. Joseph made him a new chair, and the rest of us chipped in and bought him a beautiful new golden harp.

JOHN: Thank you for all the information. I have to go now. Good-by.

PARISH PATRON: Good-by.

JUDITH: Let me talk. Hello, St. Peter? I'm Judith . . . *[St. Peter tries to slip in a Yes.]* May I please speak to St. Joseph if he isn't too busy?

ST. PETER: Why, he's working in the carpenter's shop. He's making a new chair. You know the last one he made me, well . . . it fell through! *[Calls]* St. Joseph! St. Joseph! Judith . . . would like to talk to you.

ST. JOSEPH *[calling from a distance]*: Just a minute, til I put the seat on this chair! *[Walks in]* Here I am! *[If St. Joseph is not already working on the stage he may walk in with chair and hammer in hand.]*

ST. PETER: Um. . . Looks pretty nice. *[St. Peter sits on chair.]* Oh, and comfortable too.

ST. JOSEPH *[reaching phone]*: Hello.

JUDITH: Hello, St. Joseph, how are things up in heaven?

ST. JOSEPH: Fine! Nothing ever goes wrong up here, you know.

JUDITH: Could you tell me how many nuns there are who represent you?

ST. JOSEPH: Oh, let me see *[thinks]* . . . about fourteen billion.

JUDITH: Oh, my goodness! We certainly have some wonderful nuns in our school, don't you think so?

ST. JOSEPH: Boy, they certainly are!

JUDITH: St. Joseph, do you think we will have many priests and Sisters from our school?

ST. JOSEPH: Oh, I am sure of it. But you must pray, receive the sacraments frequently, make sacrifices, and keep close to our Lord and our Lady.

JUDITH: I know it. Sister said we could not begin too early to prepare for our vocation in life.

ST. JOSEPH: That's right. "The child is Father of the Man." So begin right now.

JUDITH: I'm going to do just that, St. Joseph, Good-by.

ST. JOSEPH: Good-by.

JUDITH: Good-by and don't forget to pray for Father . . . and all the children of our school. Good-by.

ST. JOSEPH: I'll be happy to. Tell them to be good.

JUDITH: I will. Good-by. *[Gives receiver to Walter.]*

WALTER *[reaching for phone]*: How about me now? . . . Hello, St. Peter?

ST. PETER: Yes.

WALTER: St. Peter, do you know what St. Christopher would be doing now?

ST. PETER: Why . . . er . . . he just brought Father *[pastor's assistant]* back from hunting

\*Nazareth Academy, Nazareth, Mich.

rabbits [golfing, bowling, etc.]. Shall I get him on the line?

WALTER: O.K.

ST. PETER [calling]: St. Christopher . . . O Holy Christopher, are you there?

SAINT CHRISTOPHER [all out of breath]: Yes, St. Peter, have you another trip for me already? [St. Christopher comes in with doll on shoulder and staff in hand.]

ST. PETER: I'm not sure, there's a gentleman on the phone to speak to you.

SAINT CHRISTOPHER [reaches for phone]: Yes, Sir. This is St. Christopher.

WALTER: Hello, St. Christopher, you must be very busy and tired out with your trips to Rome and everywhere.

SAINT CHRISTOPHER: Yes, I am sorta busy, especially the way you modern Americans travel these days. You're always on the go! Why, sometimes I have to be in three places at once, in the air, on land, and on sea.

WALTER: That's just what I was planning, St. Christopher—a trip.

SAINT CHRISTOPHER: Now, just where are you planning to go?

WALTER: Well, you see, today is Father . . . feast day and the crowd and I have invited him out on a fishing trip with us.

SAINT CHRISTOPHER: That's grand! He needs a rest—and if you are a real Christ-bearer and carry my medal I'll be right along with you.

WALTER: Oh, thank you so much. That's just what I wanted you to say. We'll feel safe now and I'm sure Father . . . will too, 'cause he's never been in our new boat. Thanks a lot!

LITTLE FRANCIS [interrupts]. Do you think I could talk to St. Peter now?

ALL: Shh—be quiet.

JUDITH [yanks him to the side]: Wait a minute, Walter is talking.

WALTER: [with receiver still in hand he turns about and sees Francis and Judith. Judith sees Walter and gives him the high sign about Francis wanting to talk.]

SAINT CHRISTOPHER: Oh, that's quite all right. You just see to it that all your gang carries my medal too, and you'll catch two hundred fish. Good-by.

WALTER: Good-by, and please tell St. Peter our Little Francis wants to ask him something.

SAINT CHRISTOPHER: Very well . . . [calls] St. Peter!

WALTER: O.K., Francis. [Hands over receiver to Francis.] Talk loud now.

LITTLE FRANCIS: Hi! St. Peter. May I please talk to St. Francis of Assisi? He's my patron.

ST. PETER: Certainly. [Call, St. Francis!—looks around and asks]: Have any of you saints seen our Heavenly Troubador? . . . Oh, here he comes! . . . St. Francis, one of your earthly namesakes has something to say to you.

SAINT FRANCIS: Hello, there "Little Brother"! [St. Francis comes in with a bird on his shoulder and one in his hands.]

LITTLE FRANCIS: Hi! St. Francis. . . I saw your picture in my storybook today. I like you because you like dogs and animals.

## TEACH HONESTY

Religious and moral truths and principles must be integrated into the entire program of scholastic activity. The normal applications of Catholic doctrine to the problems of life must frequently be pointed out. . . . According to Catholic principles, both natural and supernatural virtues should be developed side by side; both are needed in the perfect Christian . . . the perfect Christian is one who is pleasing in the sight of man as well as in the sight of God. . . .

I firmly believe that one reason for the prevalence of dishonesty in our American politics is the fact that there is not sufficient instruction given in our schools to our youth on the obligation of strict honesty in public life and on the ways it must be practiced.—**Very Rev. Francis J. Connell, C.S.S.R., Catholic University of America.**

SAINT FRANCIS: Well, well, so you do! Be kind to all of them because they are God's creatures just like you.

LITTLE FRANCIS: That's what Sister told us to do, too. And, St. Francis, I want to be like you when I grow up. Will you pray for me?

SAINT FRANCIS: You bet I will. Just keep on loving Brother Horse, Sister Cow, and al-l-l our friends, the birds, the bees, the butterflies, and the flowers.

LITTLE FRANCIS: O.K., St. Francis. Good-by.

DAVID [reaching for phone]: Let me talk. Hello, St. Peter?

ST. PETER: Yes.

DAVID: May I please talk to the Blessed Virgin?

ST. PETER: Just a minute. [Calls] Blessed Mother! David . . . of earth would like to talk to you.

BLESSED VIRGIN: One moment please, til I put this cake in the oven.

DAVID: Hello, Blessed Mother? This is David . . .

BLESSED VIRGIN: What can Mary do for you today, David?

DAVID: I would like some information on the Baby Jesus. Did you ever sing to Him?

BLESSED VIRGIN: Every night He would sit on my lap and I would sing to Him "Mary How Sweetly Falls That Word." [Chorus sings and hums during rest of Mary's conversation.]

DAVID: Oh, we know that, we sing it every day in school. . . . How's St. Joseph?

BLESSED VIRGIN: Oh, he's just fine. He just finished a chair for St. Peter.

DAVID: Is it a rocking chair?

BLESSED VIRGIN: Oh, yes, St. Peter enjoys rocking.

DAVID: How's your mother?

BLESSED VIRGIN: St. Anne is just fine. She's at St. [patron saint] celebration.

DAVID: Thanks for the information. Good-by.

JERRY: Say, listen fellas there's a very important saint that we can't put off any longer

. . . and it's on his account too, that we are having this free day. We're talking to him right now [takes receiver]. Get me? . . . Hello, St. Peter? Hello. . . . Hello, no answer. . . . All I can hear is music. . . . [Turns to group in surprise.] Do you hear what I hear?

[Heavenly chorus may sing here.]

JERRY: Wasn't that beautiful? I wonder if I can talk to St. Peter now? Hello? . . . Hello?

ST. PETER: Yes, . . . Yes! Are you still on the line? Excuse me for cutting you off but we were just overwhelmed here by a beautiful chorus in honor of St. . . .

JERRY: Did you say St. . . .?

ST. PETER: Yes, today is his feast day, don't you know that?

JERRY: Why he's just the one I wanted to talk to. Can you get him on the line do you think? You see, he is the patron of our pastor and we would like to wish him a happy feast day.

ST. PETER: One moment please. Hello?

PATRON SAINT: Hello there, what's on your mind?

JERRY [when Jerry is sure that patron saint is on the line he gives a high sign to the group]: O.K., everybody.

CHILDREN: Happy Feast Day St. . . .!

[Children sing a greeting or recite a poem.]

PATRON SAINT: Thank you, and now I have a little message addressed especially to Father . . .

Dear Father . . .,

We in heaven wish to offer you congratulations for the spiritual help you have given the souls entrusted to your care especially the children [points to all the boys and girls] in your school, and we pray:

[Poem—I used "My Blessing to a Priest" by Denis Burns, S.V.D.]

JERRY: Oh, thank you, St. Patron, for helping us celebrate here on earth. Good-by, now, and tell St. Peter there are no other children to talk to the saints.

PATRON SAINT: Good-by.

ST. PETER: And [picking up receiver] good-by from me too. I'll be seeing you in heaven some day, I hope. Don't forget if you want to get to heaven keep the ten commandments as Father . . . teaches you.

JERRY: I'll do that and try to teach others to do the same. Good-by. [Hangs up receiver.]

VIRGINIA [stuttering in excitement]: I—I-I w-wonder, won-der hhhhow much tttthat cccall cccost? I'd better cccall up the operator aaand find out! [Rings operator.]

OPERATOR: Number please?

VIRGINIA [still excited]: IIII'd like to know hhhhow mmmuch that lllong distance cccall cost?

OPERATOR: It didn't cost a cent! A call to heaven is never long distance, it's strictly local, because, you see, that's prayer.

VIRGINIA: Oh, thank you, that's swell! [Turning to children as she hangs up]: Oh, it didn't cost a cent! Oh, goody, goody, now we can give all our money to the building fund and help Father . . . build a new church.

[Closing Chorus]



## THE KING OF THE AIR

*Sister M. Michaella, O.S.F.\**

"Snow! Oh Jack! Get dressed! It looks peppy out," shouted Betty.

Jack ran over to take a look at the bird's feeding tray. He giggled as he saw Mr. Woodpecker jump for a bread crust, and burst out laughing when he saw Mrs. Flicker fall over backward as she jerked loose a piece of meat. Jack called to Grandfather, "Look, Grandfather, the woodpecker and the flicker like the feeding tray we made for them. They are having a feast. Mrs. Flicker seems to enjoy eating upside down."

"Isn't she funny?" said Betty. "Grandfather, what bird is king? The lion is the king of the beasts, so which one is the king of the air?"

"The redheaded woodpecker, I'll bet," said Jack, before Grandfather had a chance to take the pipe out of his mouth.

"No, no! The king of the air has a snowy head, a sharp eye, and a long hooked nose," said Grandfather.

"Oh, its the eagle! Uncle Sam's Bird," eagerly said Jack. "Tell us about the eagle!"

Puffing several deep puffs and then putting his glasses on the window sill, he began, "Eagles are very fond of one another. They mate for life, and they live for a long time. They love their nest. It is home for them. Only hunger will make them give up their homes."

"But Grandfather, how can one nest last so long?" broke in Betty.

"Here's the trick. Each year the eagle builds a new nest on top of the old one. Year after year the nest grows higher and higher. Once a nest blew down from a tree near Lake Erie. The nest was as heavy as a baby elephant, about two tons."

"Whee, that nest must have been as tall as the Empire State Building in New York City," playfully said Jack.

"Grandfather, please tell us about the baby eagles. Are they like the baby robins we saw in the lilac bush last spring?" said Betty.

"No, no!, Betty. Little eagles have much to learn. First Mother Eagle pops food into their mouth. When the eaglets are big enough to eat, Father and Mother tear up a fish right in front of the babies. They take away the scraps and put a whole fish before the eaglets. They must tear up the fish themselves. Even baby eagles must work."

"Well, what happens next?" impatiently said Jack, as he pushed his chin into his cupped hands.

"Next the eaglets take exercise. They have a fine time, just like you when you play your games. They begin jumping up and down. They squeal and stamp and flap their wings. They even learn to pick up sticks. After many

days of such exercise, they are ready to take their first flight."

"What happens if they are afraid? Eagles build their nests up so high," asked Betty.

"Well, the parents just tease, until eaglet tries. No matter how he screeches, he gets nothing until he tries to fly. After his first flight, the brave little eagle gets a very tasty piece of meat."

"How long do these eaglets stay around home?" asked Jack.

"They stay around for about a year, then they go to see what is going on in the world."

"Is that when they pick their mate?" asked Betty.

"No, no! An eagle does not mate until he knows how to get on in the world. He waits until he has his snowy cap and his lovely white tail. This takes about four or five seasons, or years."

"I wish I could see an eagle, a real one! Mr. Wills has a 'stuffed one' down in the store, but I wish I could see one with its large wings spread way out. Where do the eagles live, Grandfather?" asked Jack.

"You will find many in Alaska and Florida. There are some around the Great Lakes and along the ocean coasts. Perhaps some day you will see an eagle sitting very quietly on the highest limb of the highest tree in the forest. You may be sure he is watching his mate and his nest. Or you may see him pounce into the deep water to catch a fish hiding beneath the waters."

"Isn't the eagle a wonderful bird!" enthusiastically said Jack. "He loves his home and trains his children. He can fish and he is a good flyer. What a wonderful king the birds have!"

"Thank you, Grandfather. Come on Jack, let's go out!" said Betty.

"Oh, yes! Let's be eagles. I liked the story, Grandfather."

Grandfather struck a match to relight his pipe, picked up the *Denver Register* and looked up quite often to watch the children play in the snow.

## THE WEDDING FEAST

*Sister St. Francis, S.S.J.\**

One day Jesus went to a wedding feast at a town called Cana. His Mother went with Him and some of the Apostles were there, too.

They were all having a good time when suddenly Jesus' Mother noticed that the waiters weren't pouring out any more wine. Wine, in their country, was just like tea or coffee or chocolate milk in our country. If you hadn't any more wine, it was like running out of chocolate milk in the middle of your birthday party. Our Lady knew that the bride and groom would feel very embarrassed, so she said to Jesus, "They haven't any wine."

Jesus answered, "What's that to you or Me? My time hasn't come yet."

He meant that it wasn't yet time to show the people that He is God. But our Lady didn't pay any attention to what He said. She just called the waiters and said to them, "Do whatever Jesus tells you to do." She knew that He would do something for the wedding couple if she asked Him to do it.

So Jesus did. He told the waiters to take the six water pots made of stone that stood there, and fill them with water. The water pots were very large, bigger than a milk can. The reason they had such large water pots was to provide water for the guests to wash up before dinner. In those days people usually walked or rode on donkeys and they got pretty dusty in traveling.

The waiters filled up the water pots right to the brim.

Then Jesus said to them, "Draw it out again

and take it to the chief steward of the feast."

The chief steward was the man who was hired by the groom to take care of the feast. The chief steward tasted it. He was very much surprised. He sent for the bridegroom and scolded him. He said, "When other people have a wedding feast, they first of all give out the best wine. Then, when everybody has had quite a bit of wine, they give out the wine that isn't quite so good. But you've done it all upside down. You've kept the best wine for the last. Why did you do that?"

Of course, the poor bridegroom didn't know what the steward was talking about. You see, Jesus had turned the water in the water pots into wine. As far as we know, He didn't even say a word to the water. When it got into the water pots, it seemed to smile and know just what He wanted; for when it was drawn out, it was wine.

Did you notice that Jesus did that because our Lady asked Him to? If we ask her for things we need, and she asks Him, we'll certainly get those things, unless they're things that would make us sick, or make us lose our souls.

Did you notice another thing? If the waiters hadn't obeyed Jesus, there would not have been any more wine, would there?

And one more thing. Even before the bride herself knew that she had run out of wine, our Lady noticed it and did something about it. She's always doing that for us, even when we don't notice what is happening. We ought to love her very much for that.

\*Cardinal Stritch Reading Clinic, Milwaukee 7, Wis.

\*Nazareth Convent, Brighton Station, Rochester 10, N. Y.

# Teaching With Flannel

*Sister M. Basil, P.B.V.M.\**

"Sister, please tell us another story. Sister, please have another show." These were exclamations from enthusiastic pupils.

This is the age of shows and more shows. Our pupils are in constant contact with shows or motion pictures; they are a part of their very lives. But what about the most important part?

As religious teachers, we must make religion a part of the lives of our pupils. Religion is life. It is the most important part and must be made such. First things first. We must do our utmost to make the life of Jesus adaptable, real, and lifelike for them. So why not, then, use stories and shows to carry out our religion lessons? Educators have long known that children remember 50 per cent more of what they see than of what they hear. If our pupils see and remember the stories of Jesus, these holy truths will come to their minds often and become a part of their lives. They will then live a life of glory to God. Indeed they will fulfill St. John's saying, "Who hath given testimony to the word of God and the testimony of Jesus Christ, what things soever he hath seen."<sup>1</sup>

## A Picture That Moves

But you wonder how such motion pictures can be produced. I developed the stories and "show," as the children called it, by using flannel. Flannelgraph is a picture that moves. It is like a show; the characters enter, speak, act, and depart—all on a stage of flannel.

Have you tried flannelgraph with your pupils? Perhaps you have used it in a summer catechetical school. With a flannelgraph show delight will know no bounds in the hearts of your children. You will give the beautiful stories of Jesus a new setting. Why not try it?

Any piece of cardboard, or board, may serve as an easel for your flannel. This board is covered with a flannel background. Some kind of flannel background is a necessity because the flannel figures you use will not otherwise adhere to the board. Flannel sticks to flannel. The scenic background makes a setting for most of the Bible stories, but you will also want an interior house and a temple to complete your series of background scenes.

## Your Materials

Make your own backgrounds. If you cannot buy colored flannel, there are several methods of producing good results. (1) The flannel may be dyed. (2) The flannel may be painted. (3) The flannel may be colored with chalk or crayon. I found that dyeing is easiest and most satisfactory. Then it can be touched up with crayon to make the scene look very real.

You will want a sky, trees, house, hills,

river, walls, gates, ground, etc., to make your outdoor stories realistic. Make a sky and then make the rest of the objects separate to put in place when you want them. Sometimes, however, the backgrounds are painted on one piece of material, complete in itself. More variety can be secured by having the objects separate. You will not always want the hills, trees, and other objects in the same position. For an interior room all that is necessary to give effect are lines to designate the extent of floor, and corners of the wall, a window, and a doorway. Black lines on yellow flannel are attractive. For a temple scene use white flannel and add the pillars and steps. These pieces of flannel need not be fastened together or to the board because just a light pressing with the fingers will cause the flannel to adhere to the flannelboard.

## The Characters Enter

The stage is set: the characters now enter. These are the key to your story. If you have some good figures, you can use these by gluing flannel to the back. The easiest way is to purchase Pick-O-Graph figures from the Standard Publishing Company, 20 East Central Parkway, Cincinnati 10, Ohio. These figures are sold in sets. Each set has special suede-back paper on it which readily adheres to any flannel background. You may purchase either the colored sets or those in black outline to be colored by your pupils. From these sets the teacher may select the figures that fit her needs. Characters may be borrowed from various stories and put together to make other stories.

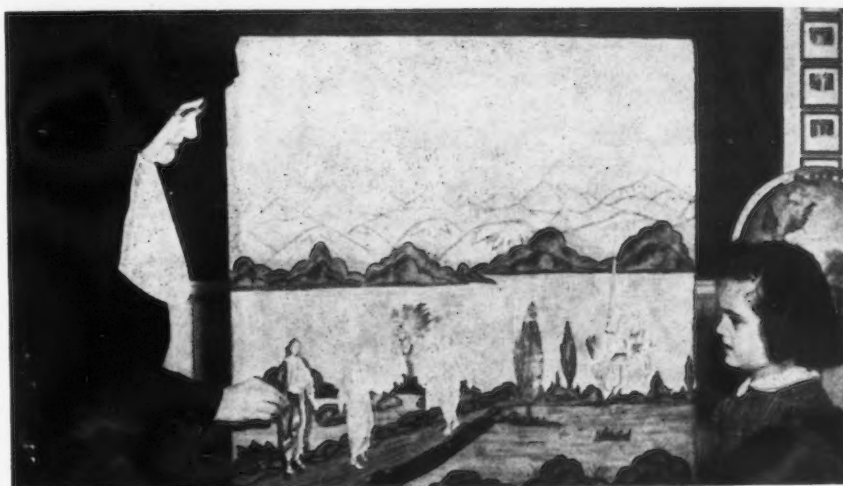
The board should be set up and in place before the class begins. The teacher may either have her background in place or build up the background as the story is introduced.

Place the necessary figures for the story close at hand in the order of their use. A well prepared show is essential in order that no fumbling or break takes place in the story. The more joy the teacher experiences, the more the class will enjoy it. Put all your love for Jesus into the story, and the class will respond as never before.

It is an excellent idea to have the children handle the figures occasionally. One child may handle the figures and tell the story, or one may place the figures on the board while another tells the story. This activity helps to implant the facts more firmly in the mind.

## A Flannel Story

Here is a story I worked out which may help you understand better the purpose of flannelgraph. It is toward evening. (Place a blue sky on the flannelboard with an evening sunset.) Not far from Jerusalem is a beautiful spot where Jesus liked to go to rest after a busy day. (Now add the lower piece of green grass, and place the hills, trees, and flowers on top of it.) See, Jesus is approaching (place figure of Jesus) with some of His Apostles. (Add two or three Apostles.) Jesus is not here long when eager voices cry: "Jesus, Jesus." Some happy Jewish children and their mothers are coming to Jesus. (Figures of children and their mothers are now placed.) Jesus smiles at the children because He loves them. He loves very much you and all good, holy boys and girls. "Go away," say the Apostles, "Jesus is too tired." But Jesus says, "No, let the children come to Me, they are a cure for My homesickness." You see, the kingdom of heaven is made up of all good holy people and that is what Jesus meant. Then Jesus opens wide His arms to the children and says, "Come, My little ones, come." The happy children run to His arms. (Remove the figure of Jesus standing and add one sitting holding children.) He holds them close to His Heart and blesses them. Jesus loves you just as much as He did those children long ago. He holds out His arms to you and says, "Come, I love you." From here the teacher can elaborate as much as she wants.



Using a flannelgraph to illustrate stories from the life of Christ.

\*St. Matthew School, Clare, Iowa.

<sup>1</sup>Apoc. 1:2.



# Recent Books for the Classroom and Library

## What Is This List?

The *Catholic School Journal* has invited publishers to suggest titles from their recent publications which they consider suitable for use in Catholic schools. From these publishers' suggestions the editorial staff of the *Journal* has compiled the following list.

The listing of a book does not mean that *The Catholic School Journal* recommends it. A large number of the books we have not examined. We have used judgment in selecting titles, excluding any that probably would not meet the rigid tests required for acceptance in a Catholic school, but, again we say, that you should be the judge after you have examined the book. Most publishers are quite willing to lend you a book for examination or to sell it on a 10-day approval plan. Following this list of books is a list of the publishers with their addresses.

## Why This List?

This February, 1952, issue is the 19th annual Schoolbook and Library number of *The Catholic School Journal*. February

is observed in Catholic schools as Catholic Press Month and February 17-23 this year is Catholic Book Week. While the following list covers most subjects, both religious and secular, it contains many titles which are distinctly Catholic.

Another reason for compiling a list of recent publications now is to help you to select the books that you will need for your classroom and library at present and when you begin next year's work in September. Unless you plan this important matter of school administration before the close of the current school year, you will likely be confused and disappointed in September.

## Selecting Books

We regret that the limitation of time and space and other practical difficulties do not permit us to make this list more comprehensive and to evaluate the titles listed. The regular book reviews published throughout the year in this *Journal* and those in many other Catholic magazines and newspapers, and in some of the secular publications are very helpful in guiding readers to worth-while books. The Catholic Library Association also has sponsored a number of helpful book lists.

## GRADES I TO VIII

### ARITHMETIC

#### Upton-Fuller Arithmetics

A 1951 series for grades 3-8. A.B.C.

These books are distinguished for their simple, clear approach to each principle. Number relationships and place values are examples of this clarity.

*Arithmetic Workshop* by Upton-Uhlinger, is a series of arithmetic workbooks for grades 1-6.

#### Numbers in Action

By Hartung & others. \$1.96. Scott. For grade 2. Children meet number situations before number words.

#### Growth in Arithmetic

By Clark & others. Six books, each \$2.12. World, 1952.

A series for grades 3-8. Remarkably successful in clarifying principles and in training to think mathematically.

#### Numbers We See

By Riess & others. \$1.52. Scott. A picture-method, number-readiness book for Grade 1.

#### Making Sure of Arithmetic (rev. ed.)

By Morton & others. Silver Burdett, 1952.

A series of texts providing for a reteaching of fundamentals at successively advanced levels throughout the eight grades.

#### Growth in Arithmetic

By J. R. Clark & others. \$2.12. World.

A new textbook for grades 3-8.

#### The World of Numbers

By Dale Carpenter & others. Macmillan.

A series of arithmetics for grades 3-8. Each book is written by a specialist in the particular grade. There are teacher's manuals and workbooks to accompany each book in the series.

### ART

#### Growing With Art

By Ellsworth & Andrews. 8 books, each 80 cents. Sanborn.

An individual book for each child presenting a thoroughly modern course in art. A teacher's book sells for 25 cents.

### ENGLISH

#### Choral Recitation in the Grades

By Sister M. Dorothy, R.S.M. \$1. Educator's.

#### The Mastery of Reading

By Bailey & Leavell. 3 books for grades 7, 8, 9. A.B.C.

The titles are: *Worlds of Adventure*, *Worlds of People*, and *Worlds to Explore*. The readings have been selected for their interest to the students and for their value as literature. Most of them are modern. Many teaching aids are incorporated.

#### English (2nd ed.)

By Stoddard, Bailey, Lewis. A.B.C., 1952.

This is a complete series of textbooks in English. It begins with *First Steps in English*, a language-readiness textbook for grades 1 and 2. This is followed by a separate book for each of grades 3-8.

An outstanding feature is the controlled vocabulary, based on words which the child has learned in his reading program up to and including the previous grade. Words which the standard readers place in the present grade are treated as new words.

Each textbook has a teacher's guide and a key. Workbooks are available for use with the textbooks or independently. There are also loose-leaf tests, audio-visual aids, wall posters, and charts.

### We Talk, Spell, and Write

By Monre & others. Scott. Two consumable, illustrated books integrating spelling and writing.

### Prose and Poetry (4th ed.)

*Journeys* (gr. 7) and *Adventures* (gr. 8) of this series published by Singer appeared in 1951.

### Enjoying English

This is a new series for grades 3-6 which Singer will issue early in 1952.

### Oral Tests for Correct English

By E. H. Webster & K. Stratton. 64 cents. World.

### Daily Drills for Better English

By E. H. Webster & K. Stratton. 64 cents. World.

### Language Workbooks

By Mildred Dawson & others. 64 cents. World, 1952.

These are designed to supplement any textbook and they can be used by each child independently or in a group. Grades 7 and 8.

### Three Choral Poems

By A. M. Sullivan. \$1.28. Declan.

These poems, intended for choral reading, are written in pictorial modern idiom.

Recordings of two choral poems by A. M. Sullivan read by him are available for \$1.76.

### Prose and Poetry Series

Ed. by Agnew & others. *Journeys* (Gr. 7), \$2.64; *Adventure* (Gr. 8), \$2.68. Singer.

A directed study book accompanies each of these 1951 editions of the popular Prose and Poetry series.

### Enjoying English Series

By Wolfe & others. Gr. 3, \$1.96; Gr. 4, \$2.04; Gr. 5, \$2.12; Gr. 6, \$2.16. Singer.

A basic series in communication arts, based on universal childhood experience. Colorful illustrations featured. Teachers' manuals and practice books for each grade.

### MUSIC

#### Our Singing World

By Pitts-Glenn-Watters. Ginn. *Singing Together* (gr. 5) \$1.80; *Singing in Harmony* (gr. 6) \$1.88. Two teacher's books are: *Guide and Teaching Suggestions for Kindergarten and Grades 1, 2, and 3* and *Guide and Teaching Suggestions for Grades 4, 5, and 6*. There also is an extensive list of records.

#### Childhood Days of Famous Composers

By Coit & Bampton. 40 cents each. Presser.

These 9 recent books contain suggestions for dramatizing the lives of Bach, Beethoven, Brahms, Chopin, Handel, Haydn, Mozart, Schubert, and Tchaikowsky.

#### Child's Own Book of Great Musicians

By Thomas Tapper. Booklets, each 20 cents. Presser.

The 20 booklets treat of Bach, Beethoven, Brahms, Chopin, Dvorak, Foster, Grieg, Handel, Haydn, Liszt, MacDowell, Mendelssohn, Mozart, Nevin, Schubert, Sousa, Tchaikowsky, Verdi, and Wagner.

#### Harmony

By Robyn. Books 1, 2, and 3, each 75 cents. Presser.

#### Keyboard Harmony for Juniors

By Gest. 75 cents. Presser.

#### Elementary Music Theory

By Smith. \$1.50. Presser. This book for grades 7-9 has an accompanying workbook at 60 cents.

#### Keyboard Approach to Harmony

By Lowry. \$1.25. Presser. For grades 7-9.

#### Young Folks' Picture History of Music

By Cooke. \$1.25. Presser.

#### The Well Tempered Accompanist

By Pettis-Bos. \$2.50. Presser. For teachers or advanced students.

#### New Music Horizons

By McConathy & others. Silver.



A complete basal series for grades 1-8.

There are six albums of nonbreakable records to be used in connection with the program.

#### Music to Remember

By Lillian Baldwin. Silver.

This volume may be used to supplement the Music for Young Listeners series or as an independent unit for junior high school classes.

#### Music for Young Listeners

By Lillian Baldwin. Silver.

*The Green Book*, *The Crimson Book*, and *The Blue Book* are designed to bring to the student in the intermediate grades the companionship and inspiration of the masters and the moderns.

There is a complete listing of records which may be used to illustrate each of the above-mentioned books.

### PENMANSHIP

#### Cursive Writing the Easy Way

The latest edition of Palmer Method writing for all grades. Palmer.

#### Cursive Basic Handwriting

By Stone & Smalley. Books 7 and 8, each 36 cents. Scribners.

Alphabet Wall Cards for Manuscript Basic Handwriting, Book 1, \$1 per set; for Books 2 and 3, \$1 per set; Books 4-8, \$1 per set. By Stone & Smalley. Scribners.

### READING

#### Basic Readers

By Betts & Welch. A.B.C.

Betts Basic Readers, called the Language Arts Series, correlate reading with listening, speaking, and writing. The series is a carefully planned program for grades 1-6.

#### The Macmillan Readers

By Arthur I. Gates & others. Macmillan.

A complete series for grades 1-8. Based on three principles: Success must be within reach of the child, a wide variety of interesting story material, and readiness must be provided for each level.

#### Reading for Living Series

By Burton & others. Bobbs.

A complete, basic program for grades 1-3 worked out professionally and scientifically by three experts in elementary school teaching and supervision. Starting with reading readiness, they progress through developmental reading, study reading and personal reading.

#### Faith and Freedom Readers

By Sister M. Marguerite & others. Ginn.

The latest editions of a complete reading system from pre-reading books to advanced third grade. The Faith and Freedom series has been planned and edited under the supervision of the Catholic University of America.

#### Building Reading Skills

By Armstrong & Hargrave. McCormick.

Six books by two teachers whose success in preventing and correcting reading difficulties has been outstanding. The series also includes



Nancy Peter of Marylawn-of-the-Oranges, South Orange, N. J., reviewing a book at the Catholic Book Exhibit.

a *Teacher's Guidebook* (50 cents) and *Phonics Key Cards* (\$1.32). The books sell at from 56 to 64 cents.

#### Social Learnings Series

By Smith. 4 books (gr. 1-3) each \$1.12. Scribners.

*Bob's Story of the Retail Food Market*, *Mother's Story of Dairying*, *Joe's Story of the Airport*, *Bill's Story of the Wholesale Produce Market*.

#### Reading Today Series

By Orr & others. Scribners.

*Stories From Near and Far* (gr. 4) and *Manual*, \$2.20, 80 cents; *Stories of Now and Long Ago* (gr. 5) and *Manual*, \$2.28, 80 cents; *Stories Old and New* (gr. 6) and *Manual*, \$2.28, 80 cents.

#### The New Cathedral Basic Reading Program

By Father O'Brien, Wm. Gray & others. Scott.

A new series exclusively for Catholic schools. Material in pre-reading includes *Before We Read*, 56 cents; *We Read Pictures*, 48 cents; *Our Big Book*, \$4 (with binder, \$12); *Unit Card Set*, \$9.60; *Pocket Chart*, \$4.40; *Speech Improvement Cards*, \$6; *Filmstrip for Practice in Phonetic Skills*, \$7.20; *Sound Around Us*, \$6.80; and *Poetry Time*, \$6.80.

#### Cathedral Basic Reading Tests

\$2. Scott.

The pre-primer material consists of four books, 44 and 48 cents. There are two junior primers at 32 cents each and a primer at 48 cents. Book 1 is priced at 48 cents.

The Reading for Independence

programs include *We Three*, \$1.32; *Robinson Crusoe*, \$2; and *The Flying Trunk*, \$2.

#### Reading Readiness Material

*Group Experience Charts*. A set of 54 charts, 16 by 20 in., in color, \$10. Winston.

These charts, with their natural introduction to phonics, develop a foundation for any reading program.

*Vis-O-Graph*, with Easel and Acetate Overlay. Complete equipment, \$8. Winston.

The acetate overlay is placed over the chart. The special crayon supplied with the set may be used by teacher or pupil to mark over the figures or words; then it may be rubbed off.

*My First Schoolbook*. A seatwork book in full color to accompany *Group Experience Charts*. 68 cents. Winston.

Primary Books: Pre-Primer, Pre-Level 1, *Mary and Bill*. 52 cents. *Manual for Group Experience Charts*. \$1. *My Book About Mary and Bill*. 64 cents. Winston.

#### Basic Reading Abilities Series

By D. D. Durrell & others. *The Big Surprise*, First Reader, \$1.56; *Betty and Bobby*, Primer, \$1.40; *Preparatory Manual I*, Readiness; *Preparatory Manual II*, Pre-primers. World.

Workbooks for *The Big Surprise* and *Betty and Bobby*, 44 cents.

All of these, together with the Teacher's Edition, provide the materials and the directions for putting into practice the Durrell-Sullivan method of beginning reading.

#### Cowboy Sam Books

By Edna Walker Chandler. *Cowboy Sam*, \$1.28; *Cowboy Sam and Freddy*, \$1.32; *Cowboy Sam and the Rodeo*, \$1.40. Beckley.

These books, a primer, a first, and a second reader may also be used by teachers of slow readers in upper grades as the subject matter is above the reading level.



Catholic Book Week Display in 1951 at The Cardinal Hayes Library, Manhattan College, New York, N. Y., Brother Amelien Thomas, F.S.C., Director.

#### The How and Why Program

This series came out in a new edition in 1951 with an additional volume entitled *Steppingstones*. Published by Bullard.

The volumes may be placed under various subject classifications, but for convenience we are considering them as supplementary readers. The list is, briefly, as follows:

*My Travel Unit* consisting of storyland journeys introducing children to people of other countries and to the wonders of the world.

*My Nature Unit* containing stories of the plant and animal world and visits to famous art museums.

*My Knowledge Unit* containing picture visits to basic industries and elements of physiology and hygiene.

*My Story Unit* containing illustrated Mother Goose rhymes, health and thrift rhymes, verses, stories, poems, etc.

*My Hero Unit* containing folk and fairy tales; myths and legends; stories of childhood, nature, animals, great men; selected Bible stories, etc.

*My Steppingstones Unit* containing carefully selected poems to help fill the child's mind with a love for everything and everybody; also prayers and songs and familiar Bible stories.

*Playtime Unit* containing easy projects for children.

*The Instant Guide Unit* is a guide for teachers and parents.

### RELIGION

#### Glory to God

By Dorothy Coddington. Sadlier. A first prayer book for children from 7 to 9 years.

#### My First Missal

By Ellamay Horan. Sadlier. An introductory Mass book for children 9 to 11 years.

### SCIENCE

#### Understanding Science Series

By Thos. J. Dowling & others. Winston.

*I Wonder Why* (gr. 1) \$1.44 (Teacher's Manual, 36 cents); *Seeing Why* (gr. 2) \$1.60; *Learning Why* (gr. 3) \$1.76; *Explaining Why* (gr. 4) \$2.16; *Discovering Why* (gr. 5) \$2.20; and *Understanding Why* (gr. 6) \$2.28.

#### The New Science Problems One

By Beauchamp & others. \$2.32. Scott.

Newly revised for grade 7.

#### Science for Modern Living

By Smith & others. Lippincott.

A new series for grades 1-9 with illustrations and teaching devices. Basal or supplementary.

#### Let's Find Out

\$1.44. Beckley.

A science text that enables the child to draw on everyday experiences and broaden them into general information. There are suggested activities that will demonstrate the object of each section.

#### God's World

By various authors. Published by Mentzer.



*Catholic Book Week Display in the Library of Bishop Hogan High School at Kansas City, Mo. Sister M. Albia is the librarian.*

A series of Catholic science textbooks for the elementary school, compiled under the direction of Rt. Rev. Msgr. Leo M. Byrnes, superintendent of Schools, Diocese of Mobile.

Book One (*Looking at God's World*) (Gr. 1), 60 cents. A readiness book.

Book Two (*Creatures in God's World*) (Gr. 2), 99 cents.

Book Three (*Learning More About God's World*) (Gr. 3), \$1.11.

There is a teacher's manual for each grade, 75 cents each.

Books 4, 5, and 6 in preparation.

#### SOCIAL STUDIES

##### Across the Ages

By Louise I. Capen. \$2.40. A.B.C., 1952.

This is a complete world history stressing man's progress in the things that have a natural appeal to all. Material accompanying the text includes: A Handbook and Teacher's Guide, a workbook, and *Current World Events*, the latter a supplementary annual pamphlet supplied free to high schools using the textbook.

##### Peanuts and Billy Ben We Live in the South

The first two books in a new "Roundabout America" series to be published in 1952 by Lippincott. The first is about the peanut growing region of Virginia. The second is a series of stories about various parts of the South. More will follow. The series is for grades 2-5.

##### Visiting Our Neighbors

By Moore & Cooke. \$1.92. Scribners.

This is Book II of a series of seven books in Scribner's History and Social Studies Series. It completes the series.

##### Tom and Susan

By Hanna & others. \$1.20. Scott. A social development primer for grade 1.

##### The Junior Citizen Series

By Zapf & McKown. Each 80 cents. McGraw.

Rev. ed. of six workbooks: *Getting Acquainted With Your School*; *You and Your Friends*; *Property*; *Recreation and Leisure*; *Looking Toward a Vocation*; and *Meeting Difficulties*. Grades 7-9.

##### Social Studies Series

Two new books published by Ginn. *Your Country and Mine*, by Triggs-Adams, and Brown, \$3.56; *Your World and Mine*, by Triggs-Adams and Dawson, \$3.56.

##### Community Sources

By John E. Ivey, Jr. & others. \$2.56. Winston. For grades 7-9.

##### Active Citizenship

By Bard & Manakee. \$3.44. Winston.

For grades 7-9.

##### Toward Better Living

By Dunfee & Snedaker. \$2.20. Winston.

An intermediate grade history that traces material progress in living.

##### Toward Modern America

By Snedaker & Dunfee. \$2.56. Winston.

History for grade 5.

##### Our Neighbors' Geographies

By J. Russell Smith & others. Winston.

Late additions to the series include *Neighbors in the U. S. and Canada*, \$3.72, and *Neighbors in Latin America*, \$3.52.

#### Time Line and Date Chart for All History

By Southworth. \$2.50. Iroquois. The Time Line is 8½ in. by 10 ft. 10 in. It outlines all history on a scale of 1 inch to 50 years. The Date Chart, 8½ by 32 in., gives 60 key dates from 4500 B.C. to the present.

#### The American History Time Line and Date Chart

By Southworth. \$2.40. Iroquois. The Time Line is 11 inches by 7 feet, 9 inches. It outlines American history on a scale of 1 inch to 5 years. The Date Chart is 8 by 21 in. It gives 56 key dates during the time span, 1845 to 1951.

#### The Story of Our America

By Southworth & Southworth. List price, \$3.36; net price \$2.52. Iroquois.

A text for grades 7-8. U. S. History from the Norsemen to Korea. 37 colored pictures. 195 reproductions from photographs, etc. Excellent teaching aids.

#### Then and Now in the United States

By Clarence W. Sorensen. Silver.

A film-strip series designed to supplement geography and history programs at various grade levels.

#### Man in His World

By Barrows & others. Silver.

Our *Big World*, gr. 4, *The American Continents*, gr. 5, and *Old World Lands*, gr. 6, present, in addition to the usual information on climate, typography, etc., a picture of the various world cultures, the development of democracy, and practice in utilizing the essential tools of geography.

#### Builders of the Old World

By Hartman & others. \$2.80. Heath.

This text for fifth- and sixth-grade pupils covers Old World history from pre-historic time to the discovery of America. Teachers guides are available.

#### Makers of the Americas

By Lansing & others. \$2.80. Heath. This text brings to fifth- and

sixth-grade pupils a picture of our history in relation to the history of all the Americas.

#### America—Land of Freedom

By Hartman & others. \$3.60. Heath.

Designed for seventh- and eighth-grade pupils, this covers American history up to the current Korean peace talks. Teacher's Guides are provided.

#### The Story of America's Freedom

By Edna McGuire. Macmillan, 1952.

An American history for grades five or six.

#### Democracy Series

Ed. by Cutright & Charters. Macmillan.

A series of texts designed to teach democracy and citizenship at every grade level, providing basic instruction in the salient characteristics of democracy.

#### Our Earth and Man

By Gertrude Whipple & Preston E. James. Macmillan.

The sixth book in the Whipple-James Basal Geography series treats of the geography of Eurasia with emphasis on the industrial and pre-industrial cultures of western Europe and eastern Europe and Asia. Teachers' manuals are available.

#### Appreciating Citizenship

By W. M. Richards. 56 cents. Beckley.

This workbook is designed to supplement any seventh- or eighth-grade citizenship text and covers community, state, and the federal government.

#### SPELLING

##### My Spelling (rev. ed.)

By Yoakam-Daw (gr. 8) \$1. Ginn.

##### My Workbook Spelling (rev. ed.)

By Yoakam-Daw (gr. 7) 60 cents. Ginn.

There are also Teachers' Manuals for grades 2 and 3 (52 cents) and for grades 4, 5, and 6 (60 cents).

## ELEMENTARY LIBRARY

#### Children's Illustrated Classics

Published in England and distributed in the U. S. by Dutton. \$1.75 each.

The following titles are available: *Black Beauty*, *The Coral Island*, *Grimm's Fairy Tales*, *Heidi*, *Little Women*, *The Princess and Curdie*, *The Princess and the Goblin*, *Robin Hood*, *The Swiss Family Robinson*, *Tanglewood Tales*, *Tom Brown's Schooldays*, *Treasure Island*, and *A Wonder Book*.

#### The Pacific (rev. ed.)

Our Little Friends of the Arabian Desert (rev. ed.)

By Carpenter. A.B.C.

#### Kee and Bah

By Pack. A.B.C.

A story of Navajo children.

#### Stories and Supplementary Books for Grades 1-3

The following are submitted by Lippincott:

*The Snowed-In Family*, by Hill, \$2.25; *The Sixty-Ninth Grandchild*, by Hunt, \$1.75; *Geography Can Be Fun*, by Leaf, \$2; *Blunderbus*, by McGinley, \$2; *The Horse Who Had His Picture in the Paper*, by McGinley, \$2; *The Littlebits*, by Potter, \$1.75.

#### Stories and Supplementary Books for Grades 4-6

The following are submitted by Lippincott:

*The Ghost Hollow Mystery*, by Carter, \$2; *Boy's Book of Verse*, by Fish, \$2.75; *Prairie School*, by Lenski, \$2.75; *Togo*, *Little Husky*, by L'Hommédien, \$2; *Mystery Over Brick Wall*, by Orton, \$1.75.



**Stories and Supplementary Books for Grades 7 and 8**

The following are submitted by Lippincott:

*Island Girl*, by Darby, \$2.75; *Ten Brave Men*, by Daugherty, \$2.75; *Eleanor Farjeon Poems for Children*, \$3; *The Red Roan Pony*, by Lippincott, \$2.50; *The Flaming Bear*, by McCracken, \$2.50; *Mr. Brady's Camera Boy*, by Rogers, \$2.75; *Lion Boy's White Brother*, by Stevens, \$2.50; and *Land of the Italian People*, by Winevar, \$2.50.

**A Picturesque Tale of Progress**

By Olive Beaupré Miller & H. N. Baum. \$39.60. Book House.

These nine volumes for children trace the history of man from prehistoric times to settlements in America.

**My Travelship**

Tr. & ed. by Olive Beaupré Miller. \$15.80. Book House.

To give the child an understanding of peoples of the world.

**My Book House (rev. ed.)**

Ed. by Olive Beaupré Miller. \$55.60. Book House.

Twelve volumes of selected, graded readings for children from babyhood to early adolescence. Indexes and guides.

**Boats, Airplanes, and Kites**

By Armand J. La Berge. \$2.50. Bennett.

**Tales of Valor Series**

Six "pocket books" illustrated in colors. 35 cents each, \$2 per set. Mission.

These stories for grades 6-8 are: *Takko*, *The Indian Boy*, *The Slaves of the Sultan*, *The Yang Brothers*, *The Triumph of the Huron Chief*, *The Pirate's Prisoner*, and *Prince Sikatora*.

**Everyday Weather and How It Works**

By Schneider. \$2.75. McGraw. Practical information. Grades 5-8.

**Nothing Ever Happens to Me**

By Neil Boynton, S.J. \$2. Bruce. Adventure story for boys.

**Fifteen Saints for Girls**

By Sister M. Cornelius. \$2.50. Bruce.

Popular style short biographies.

**All Around You**

By Bendick. \$2. McGraw. Science picture book for grades 1-3.

**Trouble on Old Smoky**

By Blanton. \$2.25. McGraw. Struggle of a Tennessee boy to become a doctor. Grades 4-7.

**Bronco Charlie**

By Larom. \$2. McGraw. Pony express rider. Grades 1-3.

**The Pastor's Dog**

By Jean Heavey. \$2. Scribner's. Larry gets Father Coyle's dog. Age 9 and over.

**A First Electrical Book for Boys**

By Alfred Morgan. \$3. Scribner's. Up to date book for ages 9-12.

**Skipper John's Cook**

By Marcia Brown. \$2. Scribner's. Story-picture book of a boy who became a sea cook. Ages 5-8.

**Andrew Jackson**

By Genevieve Foster. \$2. Scribner's.

A biography for ages 8-12.

**Patrick and the Golden Slippers**

By Katherine Milhous. \$2. Scribner's.

Pictures by the author. Story of the Mummer's Parade in Philadelphia. Ages 6-9.

**Little Leo**

By Leo Politi. \$2. Scribner's. Story-picture book of life on a California ranch and in Italy. Ages 5-8.

**Maybelle the Donkey**

By Sondergaard & Reed. 40 cents. Heath.

Children's story of a donkey and a boy named Ben.

**Fun for Fidelia**

By Sondergaard & Reed. 40 cents. Heath.

In this book, children can meet Fidelia, the white mouse.

**The Stork and the Jewels:**

A Parable

By Rev. Raymond Bruckberger. \$1.50. Harper.

The story of a boy and his pet stork who brought him wonderful gifts each year from his winter home.

**The Seven Miracles of Gubbio and the Eighth**

By Rev. Raymond Bruckberger. \$1.50. Harper.

Remember the wolf of Gubbio? Here is the story of the miracles he worked.

**Latin-American Leaders**

\$1.60. Beckley.

Stories of ten famous Latin-American leaders written for students of the fifth- and sixth-grade level.



Catholic Press Exhibit. Photo submitted by Brother G. Francis, F.S.C., Christian Brothers Scholasticate, Elkins Park, Pa.

**George Washington — Soldier and Statesman**

By Mary L. Williamson. \$1.48. Beckley.

This tale of gracious living at Mount Vernon and hardship at Valley Forge presents the facts of Washington's life in a biography for grades six to eight.

**Rod, The Sky Lad**

By Helen Hall and W. F. Hall. \$1.48. Beckley.

For those young people who are interested in flying, the facts of flying are presented in the narrative of a young boy.

**Abraham Lincoln — Humble and Great**

By James S. Tippet. \$1.48. Beckley.

An account of Lincoln's life for students of the sixth to eighth grades. The illustrations accurately depict the period and the people with whom he was associated.

**Let's Be Popular**

By Gail Brook Burket. \$1.48. Beckley.

A practical guide to wholesome popularity based on the development of sound character traits. The emphasis is on a courtesy based on thoughtfulness rather than upon formal rules.

## GRADES IX TO XII

**ARTS, CRAFTS, SHOP****Automotive Mechanics (2nd ed.)**

By Crouse. \$4.80. McGraw. Workbooks also: *Automotive Electricity*, \$1.40; *Engines*, \$1.60; *Chassis*, \$1.20; *Tools*, \$1.20; *Service and Trouble-Shooting*, \$1.20.

**Machine Shop Mathematics**

(2nd ed.) By Axelrod. \$3.60. McGraw.

**Problems in Mechanical Drawing**

By Bevins & Edstrom. First Course, \$1.40; Second Course, \$1.60. McGraw.

**How to Read Blueprints (rev. ed.)**

\$2.40. Winston.

**Industrial Electricity (2nd ed.)**

By Nadon & Geline. \$4.80. Van. A simple vocational text, the only mathematics prerequisite is arithmetic; the other mathematics is supplied in the text.

**F-M Simplified (2nd ed.)**

By Milton S. Kiver. \$5.20. Van.

**Radiation Monitoring in Atomic Defense**

By Dwight & Martens. \$2.25. Van. A complete, nontechnical manual for military and civil defense personnel.

**Soils and Soil Fertility**

By Louis M. Thompson. Brown.

The publishers list this as a college textbook, but say that it presupposes little or no college chemistry. It may be of considerable value to teachers of agriculture in high schools.

**Occupational Handicrafts**

By Dryad Press. \$6.95. Bennett.

**Raffia Work (rev. ed.)**

By Dryad Press. \$1.25. Bennett.

**Simple Upholstery**

By Hart & others. Bennett.

**Adventures in Weaving**

By Gertrude G. Greer. \$12. Bennett.

**Meaningful Art Education**

By Mildred M. Landis. \$4. Bennett.

**Cabochon Jewelry Making**

By Arthur & Lucille Sanger. \$3.50. Bennett.

**Your Jewelry**

By Leslie J. Auld. \$2.75. Bennett.

**Understanding Radio (2nd ed.)**

By Watson & others. \$4.80. McGraw.

**Simple Bracelets**

By J. W. Bollinger. \$2.50. Bruce.

**Leathercraft Is Fun**

By Elise Mannel. \$2.50. Bruce.

**Making Upholstered Furniture**

By Herbert Bast. \$4. Bruce.

**Building Practice Manual**

By Roay W. White. \$3.40. Heath. This book treats of actual problems encountered in all types of ordinary residential and commercial building.

**General Shop for Everyone**

By Louis V. Newkirk. Heath. A single basic text containing material for all phases of a well-rounded general shop course.

**COMMERCIAL****Consumer Living**

By F. T. Wilhelms. \$3.20. Gregg. A practical textbook for high schools.



**Practical Business Psychology**  
By Laird & Laird. \$4.50. Gregg.

**Graded Drills in Gregg Shorthand Simplified**  
By Klein. \$1.60. Gregg.  
A new supplementary text to *Gregg Shorthand Manual Simplified*.

**Arithmetic for Better Business**  
By McMockin-Marsh-Baten. \$2.60. Ginn.

**General Clerical Procedures**  
(2nd ed.)  
By Kirk and others. Net \$1.69. Prentice.  
Thoroughly revised. Built around the activities of large and small business.

**Office and Secretarial Training**  
(3rd ed.)  
By Stickney and others. Prentice.  
For one or two semesters in 11th or 12th grades.

### ENGLISH

**Literature of the Americas**  
By Brewton & others. \$3.20. Laidlaw.

**English and Continental Literature**  
By Brewton & others. \$3.28. Laidlaw.  
These anthologies, published late in 1950, complete the Laidlaw Cultural Growth series for grades 7-12.

**English—First, Second, Third, Fourth Courses**  
By Stoddard & others. A.B.C.  
Four complete books for English in the senior high school. There is a Teacher's Guide and Key and a Workbook corresponding to each volume of the textbooks.

**The Mastery of Reading**  
By Bailey & Leavell. A.B.C.  
An up-to-date series of literature for grades 9-12.

**Remedial English (rev. ed.)**  
By Guiler & Henry. \$1.68. Ginn.  
A workbook with diagnostic tests and re-tests.

**Silas Marner**  
Adapted by Bunce. Scott.  
Simplified vocabulary.

**The America Reads Series**  
By Pooley & others. Scott.  
*Good Times Through Literature*,

\$3.20, a ninth-grade anthology; *Exploring Life Through Literature*, \$3.36, tenth-grade anthology; *The U. S. in Literature*, a new third-year anthology of American literature.

**Today's Journalism for Today's Schools**  
By Agnew. \$1.60. Singer.  
A combination work-textbook for the high school journalist. Helpful to school newspaper staffs.

**See What You Say**  
By Findlay & Findlay. Prentice.  
The first textbook to apply completely the advantages of visual presentation to high school English.

### HOME ECONOMICS

**Nutrition for Health**  
By Kilander. \$3.20. McGraw.

**Homemaking for Teenagers**  
By McDermott & Nicholas. \$2.96. Bennett.

**Designing Your Own Dress Patterns**  
By Helen N. Tanous. \$5.95. Bennett.

**Family Meals and Hospitality**  
By Lewis & others. Macmillan, 1952.  
A text which, in addition to material on the planning, preparing, and serving of meals, emphasizes the management of a servantless kitchen and the lower to middle income budget.

### LANGUAGES

**Latin and the Romans**  
By Jenkins & Wagener. \$3.12. Ginn.  
This is a new edition of Book I.

**Fronteras I**  
By Arjona. \$3.08. Scott.

**Fronteras II**  
By Arjona & Tatum. Scott.  
These books use the reading-speaking-writing approach to Spanish.

**Le Français Moderne—Livres I**  
By Cru and Guinnard. Macmillan.  
A practical introduction to French grammar supplemented with extensive reading material.

**Le Français Moderne—Livres II**  
By Cru and Guinnard. Macmillan.  
An advanced French grammar with short reviews of first-year grammar. Material is based on excerpts from the works of classical French authors.

### MATHEMATICS

**Algebra in Easy Steps**  
By Edwin L. Stein. Cloth, \$2.16. Paper, \$1.40. Van.  
A first-year course with very simple explanations. Almost self-teaching. Provides for individual needs through diagnostic tests and exercises.

**Dynamic Plane Geometry**  
By Skolnik & others. \$2.56. Van.  
Teaches visualization of figures by moving points and lines. Abundance of charts and figures. Stresses thinking.

**General Mathematics**  
By Mallory & Skeen. \$2.36. Sanborn.

A practical course for the student who is not fitted for the regular high school courses in mathematics.

**Mathematics: A First Course**  
By Rosskopf & others. \$2.72. McGraw.  
Emphasizes algebra, but integrates arithmetic, algebra, geometry, and trigonometry. Correlated text films available.

**Mathematics Review Exercises (new ed.)**  
By Smith & Fagan. \$2.64. Ginn.

**Everyday General Mathematics**  
By Betz & others. Book One, \$2.48. Ginn.

**Everyday Algebra**  
By Betz & Windt. Intermediate, \$2.48. Ginn.

**A First Course in Algebra**  
By Walter Wilson Hart. \$2.40. Heath.

Designed for a one-year course. With each topic, there are problems ranging in difficulty so that a maximum-minimum course is available. Teacher's manuals, answers, and keys are available.

**A Second Course in Algebra**  
By Walter Wilson Hart. \$2.48. Heath.

This text is also designed for a one-year course and is planned to provide a maximum-minimum course. Teacher's manuals, answers, and keys are available.

**New Applied Mathematics (4th ed.)**  
By Lasley & Mudd. Prentice, 1952.

A basic textbook in general mathematics for grade 9 or a review for grade 11 or 12.

### SCIENCE

**Science for Everyday Use**  
By Smith & Vance. Lippincott.  
A new 1951 edition for grades 8 or 9 with modern illustrations, references, and glossary.

**Chemistry Activities**  
By Carleton & Woodburn. Lippincott, 1952.  
A workbook with page references to several standard texts.

**High School Physics**  
By Blackwood & others. \$3.76. Ginn.

**World Geography (new ed.)**  
By Bradley. \$3.92. Ginn.

**Physical Sciences for High Schools**  
By Hogg & others. \$3.96. Van.  
A broad survey of chemistry, physics, geology, astronomy, meteorology, and aeronautics. *Science for General Education*, a workbook for this text, is being published in January, 1952.

**Physics Calculations**  
By M. Wittman. \$1.76. World.  
**Basic Science**  
By J. Darrell Barnard & Lon Edwards. Macmillan.

A one-year course in general science. The traditional areas of study have been amplified and attention is called to the techniques used in obtaining the facts. There are workbooks and teacher's manuals accompanying the text.

**General Science for High Schools**  
By Painter & Skewes. Pub. by Mentzer.

A textbook which inculcates moral and spiritual values and recognizes God as the Creator of the Universe. Adopted by Dioceses of Pittsburgh, Buffalo, Cleveland; the St. Louis Province of Christian Brothers; Public High School of Chicago, Ill. and Madison, Wis.

**Physics for Modern Times**  
By Abraham Marcus. Prentice—1952.

Non-mathematical, stressing a concrete approach rather than abstract principles.

### SOCIAL STUDIES

**The Constitution of Our Country (rev. ed.)**  
By Rexford & Carson. A.B.C.

**This Our World: A Pageant of World History**  
By Bining & others. \$3.96. Van.  
Easy to read and easy to teach. Many illustrations and teaching aids. Reading lists.

**Democracy in America**  
By Muthard & others. \$2.86. Van.  
Basal text in citizenship. Popular with students. Flexible organization. Workbook for this text at \$1.

**American Government Today**  
By Fincher & others. \$3.40. McGraw.

**This Our Nation: From Colony to World Leader**

By Bining & others. \$3.96. Van.  
Explains problems of American life. More than 300 illustrations. Many teaching aids. Special unit on eleven famous documents of American history.



*Catholic Press Month Exhibit at St. Edward's School, New Iberia, La. Sisters of the Blessed Sacrament are in charge of the school.*

**United States History**

By Fremont P. Wirth. A.B.C., 1952.

A new high school textbook of U. S. history from European beginnings to the present day. Gives adequate but brief treatment to older periods. Makes all events alive. Many good illustrations and teaching aids.

**Problems in American Democracy**

By Patterson & others. Macmillan.

A book designed to show the advantages of the American system, and to show that it depends upon individual co-operation.

**Understanding Economics**

By William C. Bagley, Jr., & Richard M. Perdew. \$3.44. Macmillan.

Designed to help students understand our economic system through the presentation of familiar problems.

**Economics**

By Korey & Runge. \$3.52. Declan. This text treats of economic history as well as economic theory and practice.

**A History of the United States**

By Aaron I. Abel & others. \$7.50. Declan.

A history covering the growth of the United States from the period of colonial settlements to the era of the cold war. This does not seem to be intended as a high school textbook, but would be valuable for reference. It is an eminently readable book by five Catholic historians.

**The Beckoning Hills**

By Joseph Gage. \$1.63. Winston. Italians in California.

**Bucky Forrester**

By Leland Silliman. \$1.63. Winston. Boy's club story for grades 7-12.

**State Champs**

By Leon Burgoyne. \$1.63. Winston. Basketball story for grades 7-9.

**General Douglas MacArthur**

By Francis T. Miller. \$1.63. Winston.

**His Passion Forever**

By Rev. Daniel A. Lord, S.J. \$2. Bruce. The love drama of Calvary.

**Discourses on St. Joseph**

By Rev. Nicholas O'Rafferty. \$3.50. Bruce.

**Total Empire**

By Rev. Edmund A. Walsh, S.J. \$3.50. Bruce. Concerning Communism.

**Dan England and the Noonday Devil**

By Myles Connolly. \$2.50. Bruce. The man spends his life joyfully "talking" until he finds it is "wasted" for lack of dedication.

**Fire in the Rain**

By Rev. Wm. L. Doty. \$2.75. Bruce. A novel of the life of a priest.

**The Devil You Say**

By Jos. A. Breig. \$2.50. Bruce. Contest for souls between Satan and the Blessed Virgin Mary.

**Murder Takes the Veil**

By Margaret A. Hubbard. \$3. Bruce. Mystery story of the Bayou country.

**These Three Hearts**

By Margaret Yeo. \$3.50. Bruce. A history of the devotion to the Sacred Heart. Lives of St. Margaret-Mary Alacoque and Blessed Claude de la Colombière.

**God Goes to Murderer's Row**

By Rev. M. Raymond, O.C.S.O. \$3. Bruce.

**Lonely Crusader: The Life of Florence Nightingale**

By Woodham-Smith. \$3. McGraw.

**St. Clare of Assisi**

By Nesta de Robeck. \$3.50. Bruce.

**My Russian Yesterdays**

By Catherine De Hueck. \$2.50. Bruce. Girlhood in pre-red Russia.

**The Dinosaur Book**

By Colbert. \$4. McGraw. The lost world of geology.

**This Fascinating Animal World**

By Devve. \$3.75. McGraw.

**Harvey Firestone: Free Man of Enterprise**

By Lief. \$3. McGraw.



A poster at the 1951 Catholic Book Week display, St. John's School, Antigo, Wis. Franciscan Sisters of Christian Charity are in charge of the school.

**American Wildlife and Plants**

By Martin & others. \$7.50. McGraw.

**Mrs. Gailey**

By Sheila Kaye-Smith. \$3. Harper. Another novel set in Sussex, England, dealing with co-operative farming and a middle-aged English gentlewoman.

**The Long Loneliness**

By Dorothy Day. \$3.50. Harper. This is Dorothy Day's autobiography.

**The Heart of St. Therese**

By Abbé André Combes. \$2.75. Kenedy.

A study of the mysticism of St. Therese from her writings and her life without the sentimentality that so often surrounds an exposition of her "little way."

**What Is Your Catholic IQ?**

By Rev. Francis Beauchesne Thornton and Timothy Rowe. \$2. Kenedy.

A series of quizzes on Catholicism and the art, science, literature, and philosophy fostered by the Church.

**Through My Gift**

By Theodore Maynard. \$3.50. Kenedy.

A portrait of Mother Frances Schervier, founder of the Sisters of the Poor of St. Francis.

**The Vital Christian**

By F. Cayre, A.A. \$2. Kenedy. An explanation of "integral Christianity" and its meaning for man.

**Canticle for the Harvest**

By Sister M. Hester, S.S.N.D. \$2.75. Kenedy.

Stories based on the archives of the School Sisters of Notre Dame who are celebrating their centenary.

**Surrender to the Spirit**

By Eileen Surles. \$3. Kenedy. A life of Therese Couderc, foundress of the Cenacle Religious.

**Fabiola**

By Cardinal Wiseman, edited by Eddie Doherty. \$3. Kenedy. A classic tale of pagan-Christian Rome in modern style.

**The Power of the Sacraments**

By Archbishop George Grete. \$3. Kenedy.

A survey of the sacraments, their history, and their meaning.

## HIGH SCHOOL LIBRARY

Lippincott submits the following titles from its list for the high school library:

*Richelieu*, by Belloc, \$3.50; *Wolsey*, by Belloc, \$3.50; *A Doctor's Pilgrimage*, by Brasnet, \$3.50; *Stories of Our Century by Catholic Authors*, ed. by Brunini & others, \$3; *Modern Single Wing Football*, by Caldwell, \$5; *Northwoods Whammy*, by Davis, \$2.50; *Our F.B.I.*, by Floherty, \$2.75; *Seventeen Reader*, by Ivens, \$2.75; *Rookie Southpaw*, by Leonard, \$2.50; *The Royal Road*, by Roos, \$2.75; *Enter David Garrick*, by Stewart, \$3; and *Jules Verne Omnibus*, \$2.95.

**Discussion and Debate**

By Eugene C. Chenoweth. \$3.75. Brown.

A college textbook dealing with the fundamentals of straight thinking.

**American Government Under the Constitution**

By Paul C. Bartholomew. \$3.25. Brown.

A new edition of a book which won high praise at its appearance in 1949. The author is professor of political science at the University of Notre Dame. The book, which we presume to be a college textbook, is arranged for a semester course with a week allotted to each of 15 chapters and collateral reading suggested by bibliographies.

**The Lost Kingdom**

By Bryant. Messner.

**Louis Braille**

By Kugelmass. Messner.

**The Treasure Chest of Sport Stories**

By Herzberg. Messner.

**Willy Wong: American**

By Oakea. Messner.

**Ghost Town Cowboy**

By Eames. Messner.

**Jerry's Treasure Hunt**

By Johnson. Messner. Everyday adventure story.



*Pupils of Cathedral School, Charleston, S. C., displayed Catholic books and also posters designed by themselves. Sisters of Our Lady of Mercy conduct the school.*

**The Jim Thorpe Story**

By Schoor. Messner.

**La Salle and the Grand Enterprise**

By Nolan. Messner.

**Herald of the Word**

By Rev. E. J. Edwards, S.V.D. \$2.50. Mission.

A biography of Father Arnold Janssen, S.V.D., who founded the Society of the Divine Word in 1875, and later, the Missionary Sister, Servants of the Holy Ghost.

**Adventures With Reptiles**

By Hylander. Messner.

**Children of Noah**

By Burman. Messner.

**Fisherman Jody**

By Olds. Messner. An everyday adventure story.

**Mystery Mine**

By Kenneth Sinclair. \$1.63. Winston.

Teen agers at a summer camp.

**Seek the Dark Gold**

By Jo Evalin Lundy. \$1.63. Winston.

Fur traders on the Columbia River.

**Seed and the Glory**

By Mary Ellen Evans. \$3. Declan.  
The biography of Samuel Charles Mazzuchelli, O.P., who was a missionary on the middle-American frontier.

**Risen Dead**

By Thomas H. Moore. \$2.50. Declan.

Spiritual reflections on the greatness of those who carried the message of Christ in the earliest years of the Church.

**The School Musician**

Ed. by Forrest L. McAllister. Monthly, except in July and Aug. \$2 per year. Published at 28 East Jackson Blvd., Chicago 4, Ill.

A magazine for school instrumental and vocal directors. Large sections are directed to the students.

**Bells Above the Amazon**

By Arthur J. Burks. \$3. McKay.  
Announced in December, this is the story of Father Hugo Mense, a Franciscan priest, formerly a blacksmith in Germany, who devoted his priestly life to the former head hunters of the Amazon jungle. These former savages wept when they heard that Father Hugo was dying.

**Philosophy of Communism**

By Giorgio La Pira. \$5. Declan.  
An examination of the ideology of Marxism, its fundamental principles and logical consequences, as considered by a group of European scholars.

**Recollection**

By Antonin G. Sertillanges. \$1.50. Declan.

Short, pointed spiritual readings on various subjects by one of France's greatest writers.

**Art of Courageous Living**

By John A. O'Brien. \$2.50. Declan.

A book designed to show how fear may be overcome and courage developed.

**Baroque Moment**

By Francis Sweeney. \$2.50. Declan.  
A collection of lyric poetry whose themes reflect love of man, of nature, and of God.

**Behind the Masque**

By Urban Nagle. \$3.50. Declan.  
Through the account of the endeavors of two Dominicans, the author passes on some advice on the do's and don'ts of the production of a play.

**Come North!**

By Sister Julie Gilmore. \$3.50. Declan.

The biography of Mother Xavier Ross, foundress of the Sisters of Charity of Leavenworth.

**Dred Scott's Case**

By Vincent C. Hopkins. \$4. Declan.

A study of one of the most famous cases in the history of the Supreme Court.

**Family of God**

By Hugh M. McCarron. \$2.75. Declan.

A study of the Catholic Church as a family, written to review the beliefs of the Catholic Faith.

**The South American Handbook, 1951**

770 pp., \$1.50. Published in London. Distributed in the U. S. by Wilson.

**Music Dictionary**

By Elson. Large, \$1.75. Pocket, 50 cents. Presser.

**Universal Conscriptio for Essential Service**

Ed. by Herbert L. Marx, Jr. \$1.75. Wilson.

The pros and cons arranged for high school debaters.

**Educators Guide to Free Slidefilms**

Published by Educators Progress Service. \$3.

**Thorndike-Barnhart Dictionaries**

*Thorndike-Barnhart Beginning Dictionary* (gr. 4-5). *Junior Dictionary* (gr. 5-8). *High School Dictionary*. *Thorndike-Barnhart Comprehensive Desk Dictionary* (for teachers).

These specially prepared dictionaries are published by Scott.

**The Winston Dictionary for Schools**

\$2.64 and \$3.04. Winston.

**The Winston Dictionary**

Advanced Edition, \$3.60 and \$4. Winston.

**The Winston Dictionary**

College Edition, No. 3, \$4.50 and \$5. Winston.

**Hammond Atlases**

Hammond.  
*Comparative World Atlas*, 50 cents; *Historical Atlas*, 50 cents; *American History Atlas*, 50 cents; *Advanced Reference Atlas*, \$2.75; *Dominion of Canada Atlas*, 85 cents; *Collegiate Atlas*, \$2.50; *Atlas of Bible Lands*, 50 cents; *Modern World Atlas*, 59 cents. Globe, 10½ in., \$5.95; 12 in., \$7.95.

**Junior Book of Authors**

By Kunitz & Haycraft. \$3.50. Wilson.

The 1951 edition gives sketches (mostly autobiographical) of 289 authors and illustrators of "Better Juveniles."

**The American Catholic Who's Who (10th ed.)**

\$7.50 (to schools, \$6.75). Romig.  
The 1952-53 edition contains biographical sketches of more than 5000 living American Catholics.

**Bibliography and Index to Collier's Encyclopedia**

This is Volume 20, the final volume of *Collier's Encyclopedia*, published by P. F. Collier & Son Corporation, 640 Fifth Ave., New York, N. Y.

**The Greatest Calling**

By Rawley Myers. \$2.25. Declan.

A collection of the writings and sayings of many great men and women which honor the priesthood.

## REFERENCE BOOKS

The first 140 pages of this volume is a comprehensive, classified bibliography covering the general field of knowledge. In this respect, *Collier's Encyclopedia* has departed from the conventional practice of appending a bibliography to its individual articles.

The bulk of Vol. 20 (pages 143-930) is a complete, alphabetical index to the articles in the 19 volumes of *Collier's Encyclopedia*.

**Guide to the Catholic Sisterhoods in the United States**

By T. P. McCarthy, Ed. C. U. of A., 1952.

With a few exceptions, there is a picture of a professed Sister, a brief

history of the order, the purpose of the order, and the qualifications of applicants for every religious order of women in the United States.

**Gateways to Readable Books**

By Gilbert & others. Wilson.  
A second edition to be published in January.

**A Guide to Catholic Literature, 1950**

\$3.75. Romig, 1950.  
An annotated author-title-subject bibliography of Catholic books, in all languages and on all subjects.

**The External of the Catholic Church**

By Msgr. John F. Sullivan, D.D. \$4.50. Kenedy.

An illustrated and fully indexed reference on the Catholic Church.

**America's Weapons of Psychological Warfare**

By various authors. \$1.75. Wilson.  
Explains how we are using broadcasting and other devices to get our story behind the iron curtain.

## BOOKS FOR TEACHERS

**Opportunities in Interior Decoration****Opportunities in Fashion****Opportunities in Acting****Opportunities in Architecture****Opportunities in Free-Lance Writing**

Revised editions issued in 1951 by Vocational.

**Vocational Interest Analyses**

By Roeber & others. Specimen set, 75 cents. California.

A reliable, simple, and economic means of testing aptitudes: personal-social, natural, mechanical, business, the arts, the sciences.

**Marriage Education and Counselling**

Ed. by Dr. A. H. Clemens. C. U. of A.

Includes papers read at the Catholic University workshops on marriage and at the Cana Institutes at the University in 1947, 1948, 1949, and 1950.

**The Administration of the Catholic Secondary School**

Ed. by Rev. M. J. McKeough, O.Praem. \$3. C. U. of A.

**Roman Civilization, Vol. I**

By Lewis & Reinhold. \$5. Columbia.

A source book providing a broad survey of political, legal, administrative, religious, economic, social, and cultural aspects of Roman civilization from the beginning to 30 B.C. A second volume will continue from 30 B.C. to A.D. 330.

**Abridged Contest Readings, No. 2**

Compiled by Rae Wetmore. \$1.75. Wetmore.

This 1951 book is similar to the

former No. 1 edition of the same name. It will be the answer for many teachers to the demand for new dramatic reading selections. Many other books, booklets, and selections of readings are available from this publisher.

**Guidance Services in the Elementary School**

By Raymond N. Hatch. \$1.50. Brown.

**Elements of Music (2nd ed.)**

By Hill & Searight. \$1.25. Brown.  
A book used in many colleges. The authors are teachers at Iowa State Teachers College.

**Teaching Science to Children**

By Julian Greenlee. \$1.50. Brown.  
A useful book for elementary teachers.

**Truth, Vol. I**

By St. Thomas Aquinas. Tr. by three Jesuits. Regnery.

The first of three volumes of the first English translation of *De Veritate*. The only definitive edition in any language. There is a special subscription rate of \$6 per volume. Vol. II will appear in the fall of 1952 and Vol. III in the spring of 1953.

**The Cry Is Peace**

By Louis Budenz. \$3.75. Regnery.  
An exposé of Communist infiltration.

**The Hidden Face of American Diplomacy, 1918-1941**

By Chas. C. Tansill. \$6.50. Regnery.

A careful examination of documents of the U. S. Department of State by a professor of history at Georgetown University.



**Growing Into Reading**

By Marion Monroe. \$2.80. Scott.  
How to handle a pre-reading program.

**Time for Poetry**

Compiled by May Hill Arbuthnot. \$2.40. Scott.  
Includes nearly all poems recommended in the New Cathedral Basic Reading Program.

**The Lawyer Looks Beyond the Law**

By various authors. \$2.50. C. U. of A.

Talks at religious round-table conferences of the law school at the Catholic University of America "to provide a concise and interesting explanation of the application of basic truths to the problems of today."

**Creative Dramatics**

By Lease & Siks. \$3. Harper.  
A complete handbook for leaders of creative dramatics in the elementary school.

**The Meaning of Civilization**

By Bohdan Chudoba. \$4. Kenedy.  
An outline philosophy of history published in December, 1951. The author, a Czech refugee, is teaching at Iona College, New Rochelle, N. Y.

**The Social Life of Primitive Man**

By Sieber & Mueller. \$5. Mission.  
Rev. S. A. Sieber, S.V.D., is professor of anthropology at De Paul University. Franz Mueller, M.C.S., is chairman of the department of economics at St. Thomas College. They present an up-to-date explanation of the work of Rev. W. Schmidt and W. Koppers of Vienna.

**Little Games and Parties**

By Margaret Powers. \$2.75. Bennett.  
For children under the reading age.

**Your Puppetry**

By John Wright. \$2.75. Bennett.

**Bishop Sheil and the CYO**

By Treat. Messner.

**Meditations for Everyday**

By Rev. P. J. Sontag, S.J. Two vols., \$10. Bruce.

**La Salle, Patron of All Teachers**

By Dr. Edward A. Fitzpatrick. \$6. Bruce.

**Recruiting for Christ**

By Rev. Godfrey Poage, C.P. \$3. Bruce.  
Recognizing, fostering, and directing vocations.

**The Life of Mary as Seen by the Mystics**

By Raphael Brown. \$3.50. Bruce.

**Come and See**

By Mother Christina Devereux, r.c. \$2.50. Bruce.  
An 8-day retreat manual for women.

**The Interior Life of St. Thomas**

By Dr. Martin Grabmann. Tr. by Nicholas Aschenbrener, O.P. \$2.75. Bruce.

**Sports for Recreation and How to Play Them (rev. ed.)**

Ed. by Mitchell. \$5. Barnes, 1952.

**The Official Encyclopedia of Baseball**

By Turkin & Thompson. \$5. Barnes.

**Synchronized Swimming**

By Yates & Anderson. \$4. Barnes.

**Rhythms and Dances for Elementary Schools (rev. ed.)**

By La Salle. \$4. Barnes.

**Rhythms in Elementary Education**

By Schon & O'Brien. \$3.50. Barnes.

**How to Improve Your Sports**

Paper bound manuals, illustrated, 50 cents. Barnes.

Include: *Archery, Badminton, Baseball, Basketball, Bowling, Golf, Tennis, Tumbling, and Volleyball.*

**A Brief History of Physical Education (rev. ed.)**

By Rice & Hutchinson. \$3. Barnes, 1952.

**Leadership in Recreation**

By Fitzgerald. \$3.50. Barnes.

**Principles of Recreation**

By Hutchinson. \$3.50. Barnes.

**Recreation Through Music**

By Leonhard. \$3. Barnes, 1952.

**Teaching the Language Arts**

By Tidyman & Butterfield. \$4.50. McGraw.

**Teaching the New Arithmetic (2nd ed.)**

By Wilson & others. \$4.50. McGraw.

**Good Health for You and Your Family**

By E. Patricia Hagman. \$3.75. Barnes.

**Sports Equipment**

By Bourquard & Heilman. \$5. Barnes.

**Physical Education**

By Nash & others. \$5. Barnes.

**Effective Reading Instruction in the Elementary School**

By Broom & others. \$5. McGraw.

**The Teaching of Secondary Mathematics (2nd ed.)**

By Butler & Wren. \$5. McGraw.

**Teaching Secondary English**

By De Boer & others. \$4.50. McGraw.

**Principles of Guidance and Pupil Personnel Work (4th ed.)**

By Jones. \$4.75. McGraw.

**Ways to Improve Your Personality**

By Bailard & Strang. \$2.40. McGraw.

**Methods of Vocational Guidance (rev. ed.)**

By Gertrude Forrester. \$4.25. Heath.

This revised edition provides specific helps for making vocational guidance programs functional.

**This Is the Life**

By Wellington G. Pierce. \$2.60. Heath.

A new book of guidance for teen-age boys and girls.

**Guiding the Young Child**

By Helen Heffernan, Ed., & others. \$4.25. Heath.

A developmental program. The appendixes include criteria for evaluating a school for young children, a bibliography for teachers and parents, and an annotated bibliography of children's literature.

**The Gifted Child**

By Paul Witty, ed., & others. \$4. Heath.

The members of The American Association for Gifted Children have prepared this work to bring attention to the immediate need for providing adequate and challenging opportunities for the maximum development of the gifted child.

**American Secondary Education**

By Albert D. Graves. \$4. Heath.

A treatment of the problems facing the American secondary school with added reference to world problems in secondary education and the work of UNESCO.

**Child Growth and Development in the Elementary School Years**

By Cecil V. Millard. \$4.50. Heath.

A discussion of various phases of development and problems of emotional and moral growth, discipline, etc.

**The Language Arts in the Elementary School**

By Ruth G. Strickland. \$3.75. Heath.

A treatment of the manner in which children learn the language arts. There is a bibliography at the end of each chapter.

**Secondary Mathematics — A Functional Approach for Teachers**

By Howard F. Fehr. \$4.25. Heath.

An examination of high school mathematics and advanced mathematics which discusses methods of teaching them as well as a stronger control over the subject matter.

**An Ample Field: Books and Young People**

By Amelia H. Munson. \$3. A.L.A.

Practical advice on book selection in line with the interests of young people.

**A Basic Book Collection for Elementary Grades**

By Miriam Snow & others. \$2. A.L.A.

More than 1000 listings classified as fiction, picture books, etc. There is a magazine listing and an author, title, and subject index.

**Books for Tired Eyes**

By Charlotte Matson and Lola Larson. \$1. A.L.A.

A listing of 1800 books for adults and children. The adult listings are in 12-point type or larger, and the children's books are in 14-point type or larger. There is a reading and buying guide included.

**Guide to Reference Books**

By Constance M. Winchell. \$10. A.L.A.

A listing of about 5500 reference works in all fields. Prepared with the needs of scholars and research workers in mind.

**Books for Catholic Colleges, 1948-1949**

By Sister Melania Grace, S.C., & others. \$1.25. A.L.A.

A listing of 608 books reflecting the Catholic viewpoint on widely scattered subjects.

**Library Binding Manual**

By Louis Feipel and Earl Brown-ing. \$1.50. A.L.A.

Outlines the characteristics of a good library binding.

**Get an Inside View**

By Midcentury White House Conference for Children and Youth. A.L.A.

A leaflet explaining what the library has to offer young people and those who work with them.

**A Planning Guide for the High School Library Program**

By Frances Henne, Ruth Ersted, and Alice Lohrer. \$2. A.L.A.

A self-survey for determining the strengths of the library program in use and for setting up a schedule of improvements.

**François de Fénelon**

By Katharine Little. \$3.50. Harper.

The biography of a religious philosopher, counselor, and mystic in the time of Louis XIV.

**The Spirit of Love**

By C. F. Kelley. \$3.50. Harper.

This book on the teachings of St. François de Sales brings attention to some of his lesser known works.

**Readiness for School Beginners**

By Gertrude Hildreth. \$4. World.

**Teaching Language in the Grades**

By Mildred A. Dawson. \$3.80. World.

This book outlines a complete program of language instruction for the elementary school. It emphasizes the basic principles of effective language teaching, and is intended for practical use by teachers in improving classroom procedures.

**Music and the Classroom Teacher**

By James L. Mursell. Silver.

An analysis of what can be done with music in the schools by those who are not professionally trained.

**Stories for Discussion**

By Rev. Wm. L. Doty. \$2.50. Wagner.

Seventeen short stories to illustrate points of religious teaching and to serve as a "springboard" for group discussion, especially by groups of parents in parish or school discussion clubs. Includes such topics as athletics, unions, discipline, vanity, and gambling.

## LIST OF PUBLISHERS

The following publishers have submitted titles which have been included in the foregoing list of books, or they have advertisements in this issue.

The abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue, the abbreviation is printed in **boldface** type, otherwise in *light italics*. See Index to Advertisers on page 67 of this issue.

**A.B.C.**—American Book Co., 88 Lexington Ave., New York 16, N. Y.  
**A.L.A.**—American Library Association, 50 East Huron St., Chicago 11, Ill.  
*Barnes*—A. S. Barnes & Co., 101 Fifth Ave., New York 3, N. Y.  
*Beckley*—Beckley-Cardy Co., 1632 Indiana Ave., Chicago 16, Ill.  
*Bennett*—Charles A. Bennett Co., 237 North Monroe St., Peoria 3, Ill.  
*Benziger*—Benziger Bros., Inc., 12 West Third St., New York 7, N. Y.  
*Bobbs*—Bobbs-Merrill Co., 730 North Meridian St., Indianapolis 7, Ind.  
*Book House*—Book House for Children, 360 North Michigan Ave., Chicago, Ill.  
*Brown*—Wm. C. Brown Co., 915 Main St., Dubuque, Iowa.  
*Bruce*—The Bruce Publishing Co., 400 North Broadway, Milwaukee, 1, Wis.  
*Bullard*—The L. W. Bullard Co., P. O. Box 4008, Cleveland 23, Ohio.  
*California*—California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.  
*Catholic Book & Supply Co.*, South Milwaukee, Wis.

*C. U. of A.*—Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C.  
**Civic Education Service, Inc.**, 1733 K. St. N.W., Washington, D. C.  
*Columbia*—Columbia University Press, New York 27, N. Y.  
**F. E. Compton & Co.**, 100 North Dearborn St., Chicago 10, Ill.  
**George Cram Co.**, 730 East Washington St., Indianapolis, Ind.  
**E. P. Dutton & Co., Inc.**, 300 Fourth Ave., New York, N. Y.  
*Educators Progress Service*, Randolph, Wis.  
*Educator's*—Educator's Washington Dispatch, Book Dept., 100 Garfield Ave., New London, Conn.  
**Father Francis**, 1501 South Layton Blvd., Milwaukee, Wis.  
**Ginn**—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.  
*Gregg*—Gregg Publishing Co., (McGraw-Hill), 330 West 42nd St., New York 18, N. Y.  
**Hammond**—C. S. Hammond & Co., 521 Fifth Ave., New York 17, N. Y.  
**Handy-Folio Music Co.**, 2821 North 9th St., Milwaukee 6, Wis.  
**Ivan Bloom Hardin Co.**, 3806 Cottage Grove Ave., Des Moines 11, Iowa.  
*Harper*—Harper & Bros., 49 East 33rd St., New York 16, N. Y.  
**Heath**—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.  
**Henry Holt & Co.**, 257 Fourth Ave., New York 10, N. Y.  
**Iroquois**—Iroquois Publishing Co., 106 East Fayette St., Syracuse, N. Y.

*Kenedy*—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.  
**Laidlaw**—Laidlaw Bros., 328 South Jefferson St., Chicago 6, Ill.  
**Lippincott**—J. B. Lippincott Co., 333 West Lake St., Chicago 6, Ill.  
**E. M. Lohmann Co.**, 413-17 Sibley St., St. Paul, Minn.  
**Long's College Book Co.**, 1836 North High St., Columbus, Ohio.  
**McCormick-Mathers Co.**, 1501 East Douglas Ave., Wichita 1, Kans.  
**McGraw**—McGraw-Hill Book Co., 330 West 42nd St., New York 18, N. Y.  
**McKay**—David McKay Co., Inc., 225 Park Ave., New York 17, N. Y.  
**Declan**—Declan X. McMullen Co., 225 Broadway, New York 7, N. Y.  
**Macmillan**—The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.  
**Mentzer**—Mentzer, Bush & Co., 2210 South Park Way, Chicago 16, Ill.  
**G. & C. Merriam Co.**, 47 Federal St., Springfield 5, Mass.  
**Messner**—Julian Messner, Inc., 8 West 40th St., New York 18, N. Y.  
**Noble & Noble**, 67 Irving Place, New York 3, N. Y.  
**Oxford Book Co.**, 222 Fourth Ave., New York 3, N. Y.  
**Palmer**—A. N. Palmer Co., 221 East Cullerton Road, Chicago 16, Ill.  
**George A. Pfau Publishing Co.**, 38 West Fifth St., Dayton, Ohio.  
**Prentice**—Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y.  
**Presser**—Theodore Presser Co., Bryn Mawr, Pa.  
**Regnery**—Henry Regnery Co., 20 West Jackson Blvd., Chicago 4, Ill.

*Romig*—Walter Romig, publisher, 979 Lakepoint Ave., Grosse Pointe 30, Mich.  
**Mission**—St. Mary's Mission House, Society of the Divine Word, Techny, Ill.  
**Sadlier**—Wm. H. Sadlier, Inc., 11 Park Place, New York 7, N. Y.  
**Sanborn**—Benjamin H. Sanborn Co., 221 East 20th St., Chicago 16, Ill.  
**Scott**—Scott, Foresman Co., 433 East Erie St., Chicago 11, Ill.  
**Scribner**—Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.  
**Silver**—Silver, Burdett Co., 45 East 17th St., New York 3, N. Y.  
**Singer**—L. W. Singer Co., 240-59 West Erie Blvd., Syracuse 2, N. Y.  
**South-Western**—South Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio.  
**Teen-Age Book Club**, 351 Fourth Ave., New York, N. Y.  
**Van**—D. Van Nostrand Co., 250 Fourth Ave., New York 3, N. Y.  
**Vocational**—Vocational Guidance Manuals, Inc., 45 West 45th St., New York 19, N. Y.  
**Wagner**—Joseph F. Wagner, Inc., 53 Park Place, New York 7, N. Y.  
**Warp Publishing Co.**, Minden, Neb.  
**Wetmore**—Wetmore Declamation Bureau, 1631 South Paxton St., Sioux City 20, Iowa.  
**C. Wilderman Co., Inc.**, 26 Vasey St., New York 8, N. Y.  
**Wilson**—The H. W. Wilson Co., 950 University Ave., New York 52, N. Y.  
**Winston**—John C. Winston Co., 1010 Arch St., Philadelphia 7, Pa.  
**World**—World Book Co., 37 Park Hill Ave., Yonkers 5, N. Y.  
**Zaner**—Blozer Co., 612 North Park St., Columbus 8, Ohio.



—G. C. Harmon



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# Catholic Education News

## AD MULTOS ANNOS

REV. JAMES M. GILLIS, C.S.P., celebrated his golden jubilee as a priest, on December 16, 1951. Father Gillis, the noted columnist, was for many years editor of *The Catholic World*. On the occasion of his jubilee, he received an honorary degree of doctor of sacred theology from the College Angelicum of Rome.

## HONORS AND APPOINTMENTS

### Superior of St. Basil Sisters

MOTHER M. EUSEBIA has been named the first superior general of the Order of the Sisters of St. Basil the Great. The appointment came as a decree of the Sacred Congregation of Oriental Rites. Mother M. Eusebia has been provincial superior of the Philadelphia province whose mother house is at Fox Chase Manor, Philadelphia. The order, described as one of the oldest in the Church, was elevated to the rank of a Papal institute in May, 1951.

### Heads Catholic Camping Association

RT. REV. MSGR. JAMES E. DOLAN, pastor of Cathedral Chapel Parish in Los Angeles and archdiocesan director of camps and scouting, has been elected president of the National Catholic Camping Association.

### Mercy Superior

MOTHER M. GERTRUDE RODGERS was elected mother superior of the Sisters of Mercy of Philadelphia on December 8 at the mother house of the order in Merion, Pa.

### Head of the Marian Fathers

VERY REV. VALENTINE ATKOCINS, M.I.C., is the new American provincial of the Marian Fathers with headquarters in Chicago. The Marian Fathers maintain a college at Marianapolis, Conn., and a seminary at Clarendon Hills, Ill. They do missionary work in Lithuanian parishes in America, publish the Lithuanian Catholic daily *Draugas* in Chicago, and will soon construct a \$3,000,000 high school for boys in Chicago.

### Vice-Rector of Catholic U.

REV. JEROME D. HANNAN, of the Diocese of Pittsburgh, who has been teaching canon law at the Catholic University of America, Washington, D. C., since 1940, has been appointed vice-rector of the university.

### Poverello Medal

The 1951 Poverello Medal, awarded annually by the College of Steubenville (Ohio), was presented, on December 9, to "the Court of Last Resort." This so-called court was organized in 1947 by Henry Steeger, publisher of *Argosy* magazine, and Earle Stanley Gardner. It consists of a board and the Court itself which is made up of millions of people who desire to see justice meted out in our courts.

### President of Economic Group

REV. RAYMOND J. MILLER, C.Ss.R., pastor of St. John's Mission Church, Carlisle, Ky., and formerly professor of ethics and sociology at the Redemptorist Seminary in Oconomowoc, Wis., is the new president of the Catholic Economic Association. The tenth annual convention of the association was held on December 29 at Boston. Headquarters are at Collegeville, Ind.

### Serra Award

DR. CARLOS EDUARDO CASTANEDA, of the University of Texas, has received the Serra Award of the Americas for 1951. This award is conferred annually by the Academy of American Franciscan History.

### A Sister Broadcaster

SISTER M. ST. CLARA, B.V.M., chairman of the department of home economics at Clarke College, Dubuque, Iowa, has been named the "Radio Executive Performing the Greatest Public Service

to Women" in a national contest conducted by *McCall's Magazine*.

Sister M. St. Clara conducts a weekly radio program called "Clarke College Radio Kitchen." Its purpose, she says, is to serve homemakers of Dubuque and to give students in the department of home economics special training in home economics by co-ordinating the subject with allied fields, especially journalism and radio. A studio audience of from 50 to 100 women watches the demonstrations during the broadcasts.

### Catholic Action Medal

RICHARD F. PATTEE, author, educator, and expert on Spanish and Spanish-American affairs, has been chosen as the 1951 recipient of the Catholic Action Medal. The medal is awarded annually by St. Bonaventure University to a Catholic layman who has been outstanding in the field of Catholic Action. Very Rev. Juvenal Lalor, O.F.M., president of St. Bonaventure's, in announcing the award, cited Mr. Pattee's contribution to the work of the Church in the U. S. and abroad as "tremendous."

Mr. Pattee was, from 1938 to 1943, chief of the division of the American Republics and later assistant chief of cultural relations in the U. S. Department of State. At present he resides in Fribourg, Switzerland, where he represents the N.C.W.C. and its press service, and serves on various international commissions.

### Chaplain of NFCCS

REV. WILLIAM J. MURPHY, S.J., dean of men at John Carroll University, Cleveland, has been appointed national chaplain of the National Federation of Catholic College Students by Archbishop John J. Mitty of San Francisco, episcopal moderator of the NFCCS.

## REQUIESCANT IN PACE

● VERY REV. PIETRO RICARDONE, superior general of the Salesian Congregation of St. John Bosco, died recently at headquarters of the congregation in Turin, Italy, at the age of 81. When he became superior general in 1932 his order had 600 houses with 8700 members; in 1951 there were more than 1100 houses with 17,000 members. The Salesians of St. John Bosco have two provinces in the U. S., the eastern province with headquarters at New Rochelle, N. Y., and the western with headquarters at San Francisco.

● REV. GERALD G. WALSH, S.J., professor of medieval history at Fordham University and former editor of *Thought*, died recently at the age of 59. Father Walsh was an outstanding authority on Dante and the author of a number of important historical articles.

● REV. GEORGE A. O'DONNELL, S.J., dean of the graduate school of Boston College, died January 1, at the age of 52.

## EDUCATIONAL MEETINGS

### Catholic Historical Association

The 32nd annual meeting of the Catholic Historical Association was held at Hotel Statler in New York City, December 28-30, 1951.

A feature of the meeting was the commemoration of the 100th anniversary of the conversion of Henry Cardinal Manning. One of the participants in this discussion was Robert Wilberforce of the British Information Services—a member of the distinguished British family closely associated with Cardinal Manning.

A joint meeting with the American Historical Association was held on December 30. The theme for discussion at the joint sessions was "Trends in Humanism" with Joseph R. Strayer of Princeton University presiding and Martin R. P. McGuire and Crane Brinton of the Catholic University of America reading papers on medieval and modern humanism. Discussion leaders were Franklin L. Balmer of Yale and Rev. Gerald G. Walsh, S.J., of Fordham.

Professor Raymond J. Sontag, of the University of California, formerly of Princeton, was elected president of the Catholic Historical Association.

### Catholic Business Education Association

The Catholic Business Educators Association held its sixth annual convention, December 8, at St. Joseph's Commercial High School, Brooklyn, N. Y.

The theme of the meeting was "Responsibility of the Catholic Teacher to the Parents, Students, Community, and the Business World."

A guest speaker, Rev. Dr. Edwin I. Masterson, O.P., head of the department of business at Providence College, stressing moral training, said that "a prospective accountant should be told that his honor and integrity must be above reproach and that he should never consent to prepare a balance sheet or a profit and loss statement which misleads others to their harm. If such a proposition is made to him, he must unhesitatingly withdraw from the engagement."

Rev. Edward H. Flannery, assistant director of the Christopher Movement, said: "The idea of bearing Christ into the business world seems to be the only solution to the lack of moral principles among our business people."

Rev. William J. Smith, S.J., director of Crown Heights Associated Activities, emphasizing the need of organization among workers, said that: "While it is their God-given right to organize, it is also their primary duty to co-operate with management in discussing labor problems."

### Father O'Leary Presides

Rev. Timothy F. O'Leary, Ph.D., assistant superintendent of schools for the Archdiocese of Boston and president of the New England Association of Social Studies Teachers, was chairman of the general session of a joint meeting of the social studies teachers and the New England Association of Colleges and Secondary Schools held at Boston University, December 8, 1951.

## SCHOOL NEWS

### St. Mary's on the Air

St. Mary's Elementary School, Phoenix, Ariz., observed American Education Week with a 15-minute broadcast, November 12, over the Arizona Highlights Program on Station KTAR. Another feature undertaken by the eighth-grade civics club was an interview with Governor Howard Pyle. The students asked the Governor whether he thought that a successful government can leave God out of the picture. His reply was, No, and he continued: "As to the relationship of Church and State, it is very clearly stated in the Scriptures that we must 'render unto Caesar the things that are Caesar's and unto God the things that are God's.'"

A former Education Week activity of St. Mary's School, including an elaborate window display in a department store, was described by Sister M. Elizabeth, C.P.P.S., in the November, 1951, issue of *THE CATHOLIC SCHOOL JOURNAL*.

## DIOCESAN REPORTS

### Diocese of Joliet

In September, 1951, there were almost 17,000 students in the schools of the Diocese of Joliet (Ill.), an increase of 1070 over the previous year. Two new schools were opened in September.

### Archdiocese of Chicago

The 1950-51 enrollment in Catholic schools in the Archdiocese of Chicago was 244,679, an increase of nearly 4000 over the previous year. These figures include students in 383 elementary schools, 87 high schools, and six colleges. His Eminence Cardinal Stritch allotted \$46,000,000 for school construction during the past five years. Eighty per cent of this has been used for new grade schools. There is still a need for more Catholic high schools.

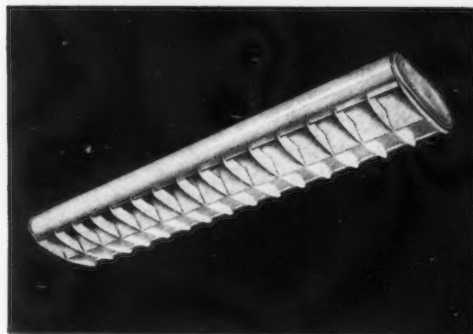
(Continued on page 30A)

# VALUABLE SCHOOL LIGHTING LESSON IN 2 SCENES

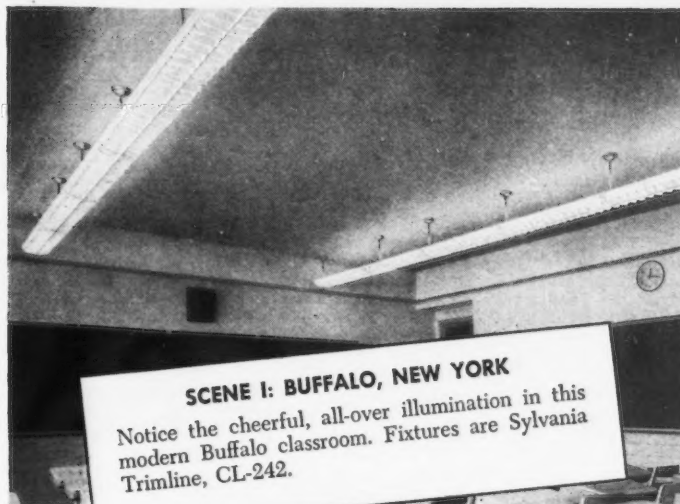
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In addition to lighting efficiency, Sylvania fluorescent fixtures mean big savings in installation as well as maintenance costs.

Coated with special "Miracoat" white enamel, Sylvania fixtures resist the effects of dust . . . stay bright longer . . . require less cleaning. And, long-life Sylvania fluorescent tubes assure lowest possible re-tubing costs.

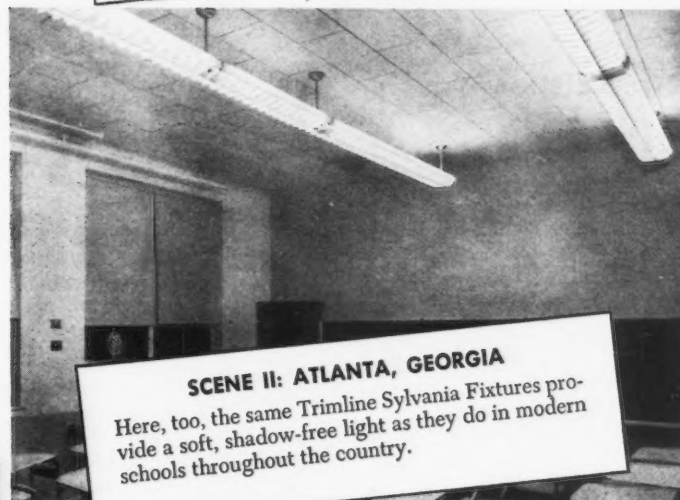


**CL-242.** Specially engineered to meet the most exacting demands of classroom lighting. Equipped with plastic side panels and two 40-watt Sylvania long-life tubes.



## SCENE I: BUFFALO, NEW YORK

Notice the cheerful, all-over illumination in this modern Buffalo classroom. Fixtures are Sylvania Trimline, CL-242.



## SCENE II: ATLANTA, GEORGIA

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## Catholic Education News

(Continued from page 28A)

### COLLEGES AND UNIVERSITIES

#### New Dominican Seminary

The faculty of theology was inaugurated at St. Rose Dominican Priory at Dubuque, Iowa, on December 8, by Most Rev. Emmanuel Suarez, O.P., master general of the Dominican Order. Students of the new Mt. St. Bernard Theological Seminary for the four dioceses of Iowa take classes at the St. Rose School.

#### A Noted Library

Edward Cardinal Mooney, archbishop of Detroit, according to a recent news release, has de-

cided to present to the University of Michigan the personal library of Father Gabriel Richard who died in 1832. The library of several thousand volumes, which has been in possession of the Catholic bishops of Michigan, will become part of the university's Michigan Historical Collections. Father Gabriel Richard was the first vice-president of the University of Michigan at its foundation in 1817 and held six of the 13 professorships established at that time.

#### New Scholasticate

Brother Charles Francis Hall, the new scholasticate for the Brothers of Mary on the campus of St. Mary's University, San Antonio, Tex., was dedicated, on the feast of Our Lady of Guadalupe, December 12, 1951, by His Excellency Bishop Lucey.

#### Gift to St. Louis University

St. Louis University has received, as a gift,

the 160-acre estate of Mrs. Harriet Frost Fordyce in St. Louis County, Mo. Mrs. Fordyce is the widow of the late Samuel Wesley Fordyce, a prominent St. Louis attorney who became a Catholic shortly before his death. Last April, Mrs. Fordyce gave \$35,000 to build the chapel of St. John's College, Belize, British Honduras, as a memorial to her husband. St. John's is a mission college conducted by the Jesuits of the Missouri Province.

Under the terms of the gift to St. Louis University, 40 acres, including the historic Frost Mansion and Mrs. Fordyce's famed botanical garden, will be used as a rest home and recreation center for the faculty of the university and as a retreat house for students.

The three-story Frost Mansion is the original home of the famous Confederate general, Daniel M. Frost, Mrs. Fordyce's father.

#### St. Louis U. Geophysical Engineering Accredited

The first curriculum in geophysical engineering to be accredited in any institution has been accredited at St. Louis University Institute of Technology, Very Rev. Paul C. Reinert, S.J., president, has announced.

This curriculum, along with the curricula in electrical engineering and geological engineering, have been accredited at St. Louis University by the Engineer's Council for Professional Development, the over-all accrediting agency for the engineering profession.

#### Ph.D. in Biology

St. Bonaventure University, New York, is offering a program of study leading to the degree of doctor of philosophy in biology starting with this semester. The course of study for the advanced degree is specially designed to give the graduate student a basic concept of the world of living things. Both plants and animals will be studied in relation to the organic and inorganic environment in which they live. The aim of the program is to train students of biology to understand the field of biology as a whole and to attempt to avoid training specialists in one particular limited branch of the subject.

#### Television and Children

Xavier University, Cincinnati, Ohio, has been investigating the relationship between television habits of children and school work. Walter J. Clark, of the department of education, has been directing the study under a research grant of \$2,500 from the Crosley Broadcasting Corporation.

#### Cerebral Palsy Center

The Cerebral Palsy Parents Council of Greater St. Louis has provided a graduate fellowship in the department of psychology at St. Louis University for work in the cerebral palsy training center at Firmin Desloge Hospital. The object of the research is to assess the potential learning ability of children afflicted with cerebral palsy and, in general, to promote their adjustment.

#### BUILDING NEWS In California

##### St. Rita's, San Diego

A new school and convent for St. Rita's Parish, San Diego, was blessed, December 9. The school, with an enrollment of 300, is in charge of the School Sisters of Notre Dame. Rev. John F. Gallagher is pastor.

##### St. Francis', Sonoma

An addition to St. Francis School, Sonoma, Calif., was blessed on December 16. Three classrooms and a library are in the addition, which has radiant heat from a source separate from the main school heating plant. The school, with 310 pupils, is in charge of the Sisters of St. Joseph of Carondelet.

(Concluded on page 32A)

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3.

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Lid Desks with Kor-  
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## Catholic Education News

(Concluded from page 30A)

### In Florida

#### St. Anthony's, Pensacola

St. Anthony's School for the Colored was dedicated at Pensacola, Fla., on December 9. The parish is in charge of the Franciscan Fathers of the Holy Name Province, New York. Father Gordon Krahe is pastor. Four Franciscan Sisters conduct the school.

### In Illinois

#### Santa Maria, Mundelein

On December 8 the new school of Santa Maria de Popolo Parish at Mundelein, Ill., was dedicated. This new school for 235 students is the

second new school for the parish in two years. Rev. J. H. McTigue is pastor. The school is in charge of the Dominican Sisters of Adrian, Mich. Sister John Bernard, O.P., is principal.

### In Kentucky

#### Christ the King, Chevy Chase

The new \$350,000 Christ the King School at Chevy Chase, Ky., was dedicated in November.

#### St. Paul's, Florence

The new St. Paul's School, Florence, Ky., was dedicated November 28. The new building is a combination of brick and glass block with brick on the inside of the walls. Rt. Rev. Msgr. Edward Carlin is pastor of St. Paul's. The Benedictine Sisters are in charge of the school.

### In Michigan

#### St. Mary's, Grayling

St. Mary's Parish, Grayling, Mich., used its new

church for midnight Mass on Christmas. A new school adjoining is nearing completion and will be occupied in the fall of 1952. The school, 50 by 143 feet, will accommodate about 150 pupils. There are four classrooms and accessories. Large plate glass and glass block windows admit daylight. Rev. John A. Breitenstein is pastor.

### In New York

#### Notre Dame, New Hyde Park

The new Notre Dame School at New Hyde Park, N. Y., was dedicated December 23. The new school was occupied in September by 709 pupils from kindergarten to sixth grade. It has 17 classrooms, kindergarten, library, cafeteria, meeting rooms, dispensary, and a chapel seating 500. The school is in charge of the Sisters of St. Dominic of Amityville, N. Y. Rev. Adam Pfundstein is pastor of the parish.

### Campaign at Amityville

A recent campaign for a minimum of \$200,000 for a building fund for St. Martin's Parish, Amityville, N. Y., has "gone over the top." Plans call for a new building of 16 classrooms, two kindergartens, gymnasium-auditorium, cafeteria, kitchen, principal's office, library, medical room, teachers' room, and a society meeting room.

The old building now in use is crowded with 504 children and more than 400 have been turned away for lack of space.

Today...

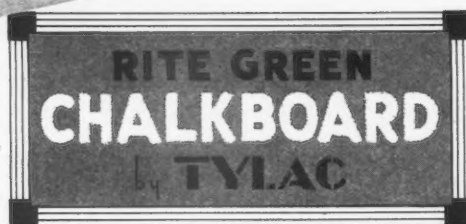
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Based on a 1/4" highly waterproofed, long fibre, presd-hardboard, the tough, double coated synthetic resin and silicate finish is baked on under high temperature, affording highest abrasive resistance and resulting in a smooth writing surface that permits perfect ease of writing and erasing. It does not warp, bulge, split, splinter, crack, craze or peel. No color change is possible from the use of strong soaps in cleaning the writing surface. No chalk pressure can dent or mar its smooth, hard and unbelievably durable writing surface. Rite Green Chalkboard by TYLAC meets every rigid Chalkboard requirement. It is CHALKBOARD PERFECTION.

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### COMING CONVENTIONS

For conventions in February, see "The Catholic School Journal" for January, page 27A.

Mar. 3-5. Georgia Education Association at Atlanta Municipal Auditorium, Atlanta, Ga. Secretary: J. Harold Saxon, 706 Walton Bldg., Atlanta, Ga.

Mar. 13-15. Louisiana Library Association at Washington-Youree Hotel, Shreveport, La. Secretary: Miss Lucile Arceneaux, Lafayette Parish Library, Lafayette, La.

Mar. 17-19. Oregon Education Association at Portland City Auditorium. Secretary: C. W. Posey, 1010 Broadway Bldg., Portland, Ore.

Mar. 20-21. South Carolina Education Association at Association Office, 1510 Gervais St., Columbia, S. C. Secretary: J. P. Coates (% Association).

Mar. 20-22. New Jersey Vocational and Arts Association at Hotel Berkeley-Carteret, Asbury Park, N. J. Secretary: R. O. Harthmann, 63 Lexington Ave., Jersey City, N. J.

Mar. 21-26. Music Educators National Conference at Bellevue-Stratford Hotel, Philadelphia, Pa. Secretary: Miss Vanett Lawler, 1201-16th St., N.W., Washington, D. C.

Mar. 21-22. Washington, D. C. Teacher's Institute (Catholic) at Archbishop John Carroll High School. Chairman: Ramon A. DiNardo, 1814 N St., N.W., Washington, D. C.

Mar. 26-28. Arkansas Education Association at Robinson Auditorium, Little Rock. Secretary: Hoyte R. Pyle, 1500 W. 4th St., Little Rock, Ark.

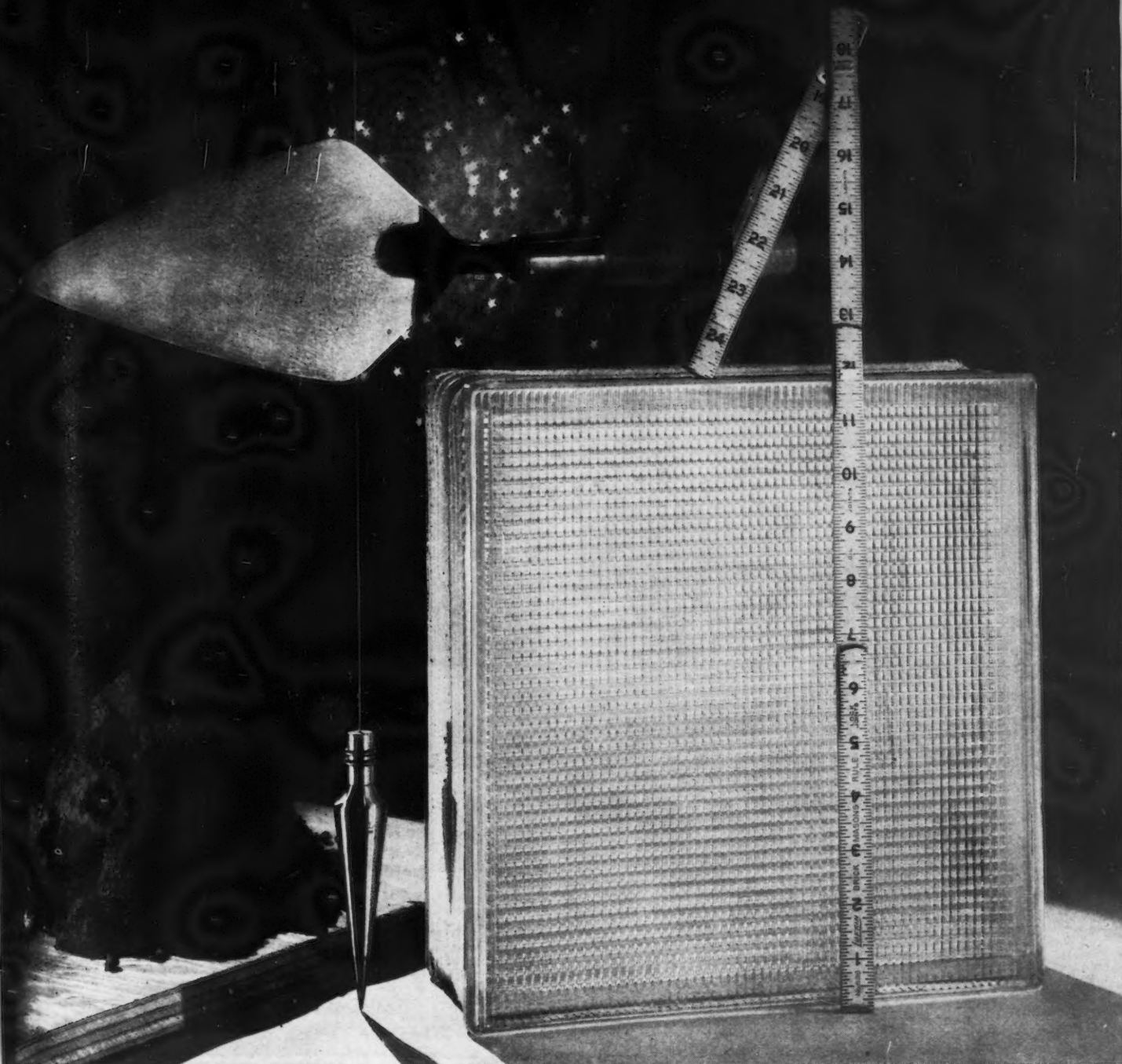
Mar. 27-29. Southeastern Arts Association at Tutwiler Hotel, Birmingham, Ala. Secretary: Ruth Harris, 111 W. 11 Ave., Johnson City, Tenn.

Mar. 28. North Carolina Vocational Association at George Vanderbilt Hotel, Asheville, N. C. Secretary: Murray D. Thornburg, Room 432, Education Bldg., Raleigh, N. C.

Mar. 31-Apr. 3. National Vocational Guidance Association, Inc., at Biltmore Hotel, Los Angeles, Calif. Secretary: Campbell B. Beard, 1424-16th St., N.W., Washington, D. C.

Mar. 31-Apr. 4. North Central Association of Colleges and Secondary Schools at Palmer House, Chicago, Ill. Secretary: Charles W. Boardman, University of Minnesota, Minneapolis, Minn.

Apr. 15-18. National Catholic Educational Association at Kansas City, Mo. Secretary General: Rt. Rev. Msgr. F. G. Hochwalt, 1785 Massachusetts Ave., N.W., Washington, D. C.



## Announcing the FIRST 12-INCH light-directing glass block!

THE new Insulux No. 463 Glass Block has all the features of the smaller 8" No. 363.

- ... same light-directing and light-controlling qualities
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## How many classrooms in a Cafeteria?



As Many  
as You Need

### THANKS TO "MODERNFOLD" DOORS

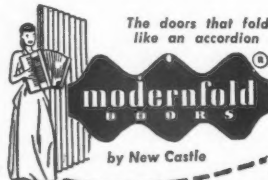
You can by-pass high construction costs by making existing rooms do double duty. Thanks to "Modernfold" doors, a cafeteria, for example, quickly converts into a number of private classrooms. It's simple. Just push the folding doors together at lesson time . . . fold them to the wall at lunch time.

**More Room in Every Classroom.** Remember, a standard size swinging door wastes approximately 8 square feet, of floor area. Why not let folding doors, "free up" that space for additional desks, chairs, etc.?

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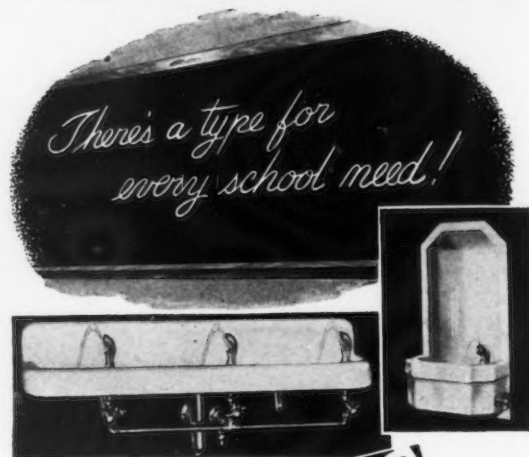
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City.....County.....State.....

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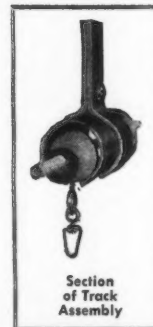
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## Audio-Visual Aids

(Continued from page 10A)

in and the relationship of cleanliness to proper health habits. He learns clearly and simply the necessity for cleanliness in the pursuit of a healthy, happy, and active life.

### Primary: Low Intermediate

**Our Teacher** (1 reel, sound, color or B & W). Teachers are both friend and help-mate to the pupil. It is their job to explain, demonstrate, and impart knowledge to all the children in their classrooms. This film points out how the children can best show their appreciation by a more co-operative attitude toward their instructor. Emphasis is stressed on the pupils' self-reliance, alertness, and friendliness and helpfulness, not only to their teacher, but to their classmates as well. This story affords an opportunity for group discussion of teacher-class relationships and problems. It will also give the pupils a keener insight and awareness of their teacher as their friend who deserves the utmost co-operation.

**Listen Well, Learn Well** (1 reel, sound, color or B & W). Only the screen, with an interesting story situation, can present the techniques concerned with being an active listener. These techniques are important for successful work in the classroom and in making and keeping friends. This film points out the type of things to listen for; how to interpret words and sentences; and how to understand what the speaker means by "asking questions" and "concentrating." This is a constructive story designed to teach the skill of better listening and choosing the important things for which to listen. "Listen Well, Learn Well" can be used effectively in Language Arts, Guidance, and Social Studies as well as numerous related subject areas.

### Primary and Intermediate

**Rhythm in Music** (1 reel, sound, color or B & W). Rhythm is basically composed of steady, even beats. This film succeeds in showing how rhythm is found within the individual, within his environment, and in music. It points out the variations in rhythm by accenting beats and by using longer and shorter beats; and shows also how melodies and rhythm are dependent on each other for support to culminate in music. "Rhythm in Music" should be a valuable aid to the pupils in bringing about a finer appreciation of music. Excellent elementary grade orchestras are used in the film for rhythm demonstrations.

Primary: Intermediate: Teacher Training

### YOUNG AMERICA RELEASES NEW FILMS

Among the new instructional films being released by Young America Films this month are the following titles:

**Two Little Raccoons** (1 reel, sound). The amusing story of the adventures of two young raccoons on their day away from home. De-

signed especially for the Primary Grade language arts and science programs.

**Geography of Australia** (1 reel, sound). A concise treatment of the geography of Australia, pointing out also the interplay between physical and human factors. For elementary and high school Social Studies.

**Learning to Swim** (1 reel, sound). A young Australian champion swimmer demonstrates the basic steps in learning the Australian crawl stroke. For the elementary and junior high school level.

These films may be purchased from any authorized Young America dealer, or direct from Young America Films, Inc., 18 East 41st Street, New York 17, N. Y. For rental of

these films apply to your nearest rental library.

Among the new classroom film strips being released this month by Young America Films are the following sets:

**Grooming for Girls Series** (6 film strips). A set of photographic film strips designed to illustrate the basic elements of good grooming for teen-age girls. For high school and college home-economics and guidance classes. Titles included in the set are as follows: *You and Your Grooming, Your Hair, Your Face, Your Hands and Feet, Your Clothing, Your Figure.*

**Great Explorers Series Set. No. 1** (6 film strips, color). Six film strips illustrating the lives and exploits of seven explorers who

(Concluded on page 37A)

PERMANENT SCHOOL RECORD			
FAMILY NAME: Warren		FIRST NAME: Robert	
ADDRESS: 1112 5th St.		PHONE: 6-7061	
CATHOLIC: Buffalo		DATE OF BIRTH: 7/15/36	
DATE OF BIRTH: 9/12/43		DATE OF CONFIRMATION: 5/4/47	
RELIGION: Catholic		LIVING: Yes	
FATHER'S OCCUPATION: Salesman		NO. OF SISTERS: 2	
LIFE CONDITION: Excellent		REMARKS: Good Student	
ENTRANCE AND WITHDRAWAL RECORD		REMARKS	
DATE ENTERED: 9/10/41		DATE LEFT: 6/28/49	
PERSONAL QUALITIES		REMARKS	
RESIDENT: Yes		LEADERSHIP: Yes	
COURTESY: Yes		PERSEVERANCE: Yes	
HONESTY: Yes		REMARKS: Good Student	
COOPERATION: Yes		REMARKS: Good Student	
REMARKS		REMARKS	
WARREN		ROBERT	
WENICK		CHARLES	
WINKLER		ROBERT	
		JOHN	
		JAMES	
		JOHN	

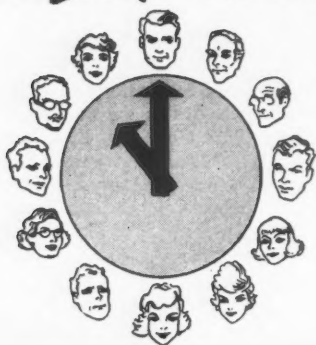
## Buffalo Diocesan High Schools Use **KARDEX** for School Records

It's easy to see why all Buffalo Diocesan High Schools (Msgr. Sylvester J. Helbel, Superintendent) have standardized on Kardex Visible Records. Kardex organizes facts about each pupil... keeps these facts readily accessible... saves clerical time and money.

Planning is simplified with Kardex charted facts. The signal on the margin of each card indicates student's class year. On the inner fold of the card shown are attendance records, results of intelligence tests, and the student's complete academic record. You too can establish the same efficiency, make the same savings that Buffalo does. Write today for Booklet KD 487. Address Management Controls Library, Room 1679, 315 Fourth Avenue, New York 10, N. Y.

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**UNITED WORLD FILMS**

**FIVE FILMS  
FOR HISTORY**

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Civil War in England  
Medieval Village  
Medieval Castles  
Medieval Monastery

THE  
**GROWTH  
OF  
LONDON**

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## Audio-Visual Aids

(Concluded from page 35A)

are important in the history of our nation. The titles in the set are as follows: *Marco Polo, Hernando Cortez, Jacques Marquette, Ferdinand Magellan, John Cabot, Lewis and Clark.*

These film strips may be purchased from any authorized Young America dealer, or direct from Young America Films, Inc., 18 East 41st Street, New York 17, N. Y.

## CRUSADER FILMS STARS GREAVES

William Greaves, the stage, screen, radio, and TV actor who was starred in "Lost Boundaries" and "Souls of Sin" has been given the leading part in Crusader Films' motion picture "America's No. 1 Mission Responsibility." This is a 16mm. motion picture depicting the work of the Josephite Fathers among the Negroes, which will be directed by Charles V. Martignoni of Catholic Visual Education, Inc.

A product of Harlem's sidewalks, and son of strict, religious West Indian parents, he has climbed steadily up to fame since he embarked on a theatrical career in 1945 in the American Negro Theatre's production of *Garden of Time*. In early 1946 he was one of the thirty finalists in the John Golden auditions. This resulted in his being selected to play the title role in Lee Shubert's production of "A Young American." In the fall of the same year he was chosen to play the role of the collegiate butler in "Finian's Rainbow," which ran for two years on Broadway.

During that run he appeared in two motion pictures, "The Fight Never Ends" with Joe Louis and "Miracle in Harlem." Then followed his appearance in "Souls of Sin" and "Lost Boundaries," the latter of which he calls his "big break." Between times he wrote popular songs two of which "You Had Better Change Your Ways" and "Me Best Friend's Wife" were recorded on Decca and MGM records.



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## New Books of Value to Teachers

### La Salle Patron of All Teachers

By Edward A. Fitzpatrick. Cloth, 448 pp., \$6. The Bruce Publishing Co., Milwaukee 1, Wis.

This contribution to the history of education as well as to methodology, deserves a place in every pedagogical library. The author, Dr. Edward A. Fitzpatrick, president of Mount Mary College, Milwaukee, has had years of experience, not only in the Catholic system, but in the public schools as well. He sets out to prove a thesis, stated in the epilogue, viz., "It would be a rash, uninformed, or prejudiced historian of education, who did not give La Salle a substantial place in the history of education." After reading the book we are unable to understand how it would be possible to write a history of education without giving the saint a prominent place. Nevertheless eight books are listed in which La Salle is not even mentioned. It is all of a piece with the general conspiracy of silence, or worse still, villification toward everything Catholic.

Among the contributions of this patron of all teachers, can be cited:

1. The simultaneous method which, though not invented by him, he nevertheless introduced into general use. The techniques which accompanied it made it acceptable and efficient.
2. Normal schools were shown to be a necessity. Teachers were considered professionals, not Jacks-of-all-trades, janitors, sextons, etc.
3. Jails for delinquents were converted into reform schools, in the true sense of that term.
4. Silence as a requisite for study was introduced. Noisy, disorderly conduct was not tolerated.
5. Teaching in the vernacular was an innovation, inaugurating education, not only for clerics and professionals, but for all.
6. A natural sequence was compulsory education; parents were obliged to send their children to school.
7. Devotedness on the part of the teacher was a necessary prerequisite for success. Without this his system would have been impossible. Teaching is an exacting vocation and Dr. Fitzpatrick quotes Luther to sustain this contention. "Nowhere on earth can you find a higher virtue than is displayed by the stranger who takes your children and gives them a faithful training." (This is one of the rare instances in which the author neglected to give the exact reference.)
8. The greatest of all contributions of the Saint, is the foundation of the Institute of the Christian Brothers, the living, breathing perpetuation of his ideas. With a membership of 14,000 spread over five continents, they are zealously fulfilling the injunction of the Saviour: "Go forth and teach all nations."

The mechanical make-up of the book has the established excellence of a Bruce product. The relegation of footnotes to the rear is a commendable practice. — *Brother Eugene Paulin, S.M.*

### A History of the United States of America

By Abell-Fleming-Levack-McAvoy-Mannion. Cloth, 695 pp., \$7.50. The Declan X. McMullen Co., Inc., New York 7, N. Y.

This new book, published on the last day of 1951, deserves a place in the high school library, in the teacher's library, and in the homes of our citizens. It is published by the Fordham University Press for which McMullen acts as co-operator and distributor. The five authors are Catholic historians and teachers. Aaron I. Abell is associate professor of history at the University of Notre Dame; Bernard J. Fleming is dean of studies at the Cardinal Hayes High School; A. Paul Levack is chairman of the department of history of Fordham University Graduate School. Thomas T. McAvoy, C.S.C., is archivist and head of the department of history at Notre Dame; and Lawrence J. Mannion is chairman

of the department of history at Fordham University School of Education.

The publishers describe the book as "a carefully prepared, readable, fully illustrated volume intended to counteract the deplorable lack of an adequate historical background of our nation." And the reviewer agrees with this description.

The organization of the work is both topical and chronological. The whole is divided into six eras in our history; again the whole story is divided into 31 chapters; each chapter is organized in sections; and, finally, each section has a number of topical subheadings. The reader himself can arrange all these clear divisions into a chronological-topical outline resulting in a vivid picture of U. S. history. The treatment of the vast amount of fact and comment is so concise that any intelligent adult and many adolescents will thank the authors for giving them this opportunity of surveying our history in a simple and very interesting manner of expression.

### The Case for Catholic Schools

Published by the Catholic Education Council for England and Wales, 27 Great James Street, London, W.C.1. Price, 2/6.

This handbook of 112 pages has been prepared by Catholic educational leaders to supply the information needed by champions of the claims of Catholic schools for just treatment in regard to public regulation and support and by legislators and school officials.

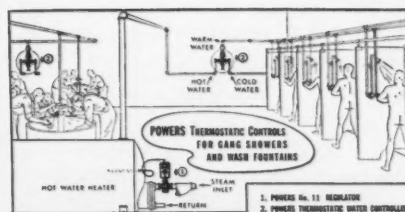
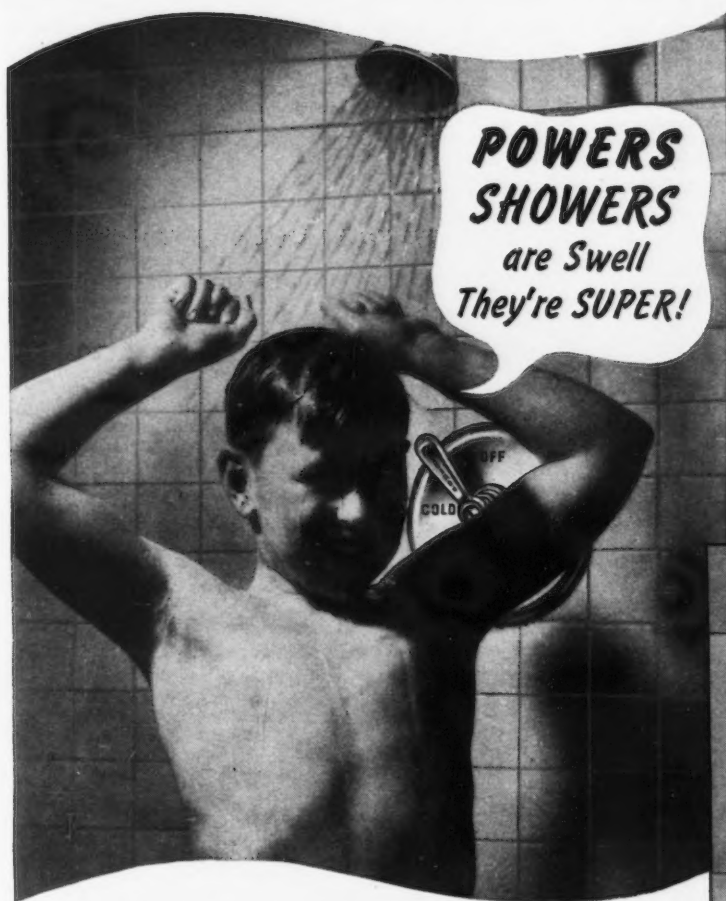
The opening article by Bishop George A. Beck supplies a telling argument for the Catholic system of education, a school in which, as Pope Pius XII said, the teachers and the whole atmosphere should inculcate the Catholic way of life. He quotes contemporary British educators and statesmen and an American commentator to prove that thinking non-Catholics deplore the modern disregard for moral values which has resulted largely from purely secular education. And he is careful to include such supporting statements also to the effect that morality will not survive when not based on Christian doctrine.

American readers will welcome, for their own enlightenment, over and above its essential purpose in the booklet, the summary of British educational history since 1850. The Forster Act of 1870 established public schools in which "no denominational religious instruction could be given," but provided also aid for church schools. The prohibition of denominational teaching in public schools is called the fundamental injustice. It was a victory for the Nonconformists over the government of Mr. Gladstone, who was a High Churchman. "Those parents who were indifferent to the religious upbringing of their children were placed in a privileged position. Schools for them were provided almost entirely from public funds."

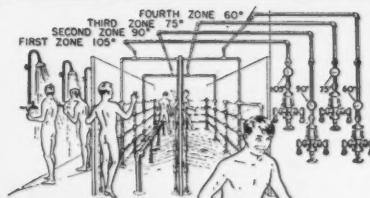
The Education Act of 1944 (the Butler Act) offers three solutions to the church schools: (a) Those for which negotiations had commenced under the 1936 Act may obtain 75 per cent assistance; these are called Special Agreement Schools. (b) Those which can get half the cost of bringing them up to the required standing will be allowed to continue as before; these are called Aided Schools. (c) If the Churches could not find this money, then the local education authority would take over control of the school and allow denominational instruction only twice a week. Some of the teachers could be of the denomination owning the school; these are called Controlled Schools.

While the law provides some benefits to the religious schools, the Catholics of England and Wales are faced with the necessity of raising what is for them a staggering amount of money to meet present standards required to make their schools legal. However, it appears that educa-

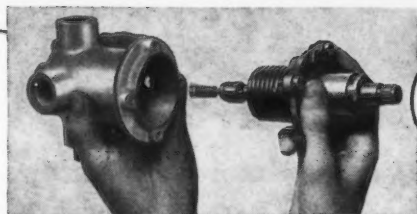
(Continued on page 40A)



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HBYS



## New Books

(Continued from page 38A)

tional officials have been trying to mitigate the severity of the law by their manner of administration.

Part Two of the handbook outlines the rights and duties of parents and the laws regarding the rights and duties of managers and governors of voluntary schools. Part Three explains the satisfactory status of Catholic education (and that of other minority groups) in Holland, Eire, and Scotland.

### Major Issues in Business Education

By Carlos K. Hayden. Paper, 104 pp. Monograph No. 75, May, 1951. Published by South-Western Publishing Co., Cincinnati 2, Ohio.

A study of fundamental issues in business education, based upon the opinions of business educators regarding these issues. The purpose of the study was to determine (1) the fundamental or major issues in secondary-school business education, (2) the controversial factors within each issue, (3) the opinions of leading business educators, and (4) the trend of thought of the leaders in business education on the major issues of the past ten years. The study takes up (1) the functions of business education, (2) organization and administration, (3) the curriculum, (4) distributive education, (5) general business education, (6) office practice, (7) shorthand and typewriting.

### Hilaire Belloc

An anthology of his prose and verse. Selected by W. N. Roughhead. Cloth, 283 pp., \$3.50. J. B. Lippincott Co., Philadelphia, Pa.

This collection of prose and verse is intended to preserve for and introduce to a new generation of readers the best, written by a man whose

writings were of vast influence between the middle 90's of the past century and the 1940's. The editor's purpose of this limited point of view has been achieved successfully. We see Belloc as a literary man and poet, as a historian, as an essayist, and as a critic of his day and age. The readers who enjoyed Belloc's work in its original form and setting will miss its most important original purpose; that of polemics and propaganda for his religion, his political ideals, and his total philosophy of life. In a book like the present which omits entirely his sociological, and in a sense, the best of his apologetic writings, there is a loss of force and effectiveness. There is, however, a fine insight into the man's more delightful characteristics, his genuine love of the good and the true and his ability to present this with beauty.

### The Vatican Council: A Short History

By Fernand Hayward. Paper, 79 pp. Clonmore & Reynolds, Ltd., Dublin, Ireland.

The definition of the doctrine of papal infallibility in matters of faith and morals by Pius IX in 1870 was the second high point in the pontificate of the great leader of Christendom of the nineteenth century who earlier had proclaimed the doctrine of the Immaculate Conception of the Blessed Virgin. The present brief book is a translation from the French of two chapters of the author's biography of Pius IX. It provides in addition to the account of the Vatican Council a valuable picture of European conditions and conflicts in the years before and in the year of the council sessions. The translator, the Earl of Wicklow, has added in the introduction a number of facts which explain the English Protestant and Catholic religious situation of the time.

This book deserves wide study by all interested in Church history. Similar brief books should be made available on other episodes in the life of the Church.

### A Doctor's Pilgrimage: An Autobiography

By Edmund A. Brasset, M.D. Cloth, 256 pp., \$3.50. J. B. Lippincott Co., Philadelphia, Pa.

This is a friendly, factual account of the early career of a doctor who worked in small communities in Nova Scotia and who found himself so devoted to his people that he could not become a specialist in brain surgery in spite of his special qualifications for this difficult type of work. He is continuing his modest career doing the hard grueling work of a general practitioner in a small town and in a rural area. He is not so much practicing medicine as he is curing people and treating their mental and moral illnesses. The book is strictly for mature adults.

### Growth in Arithmetic

By Clark, Junge, Moser, & Smith. Grades 3 to 8, each, \$2.12. World Book Co., Yonkers 5, N. Y.

This is a genuinely new set of textbooks. The authors actually approach the various principles of arithmetic in terms of the experience and understanding of the pupils. For example, the first lesson for grade 8 is a cross-country trip which provides material for *thinking out* problems concerning choice of the means of travel, time elapsed from start to finish (including an understanding of time zones), population figures in round numbers, estimations of rates of speed, comparisons of distances, heights of structures, altitudes, etc.

The pupils discover that the cheapest way, in this case, is by airplane; the next is by automobile, and the most expensive is by train. This is, however, based only on the cost of transportation and food and lodging on the way. The time element, again puts the airplane first, but, of course, puts the automobile last. In the end, the choice is the auto for its superiority in sightseeing.

The whole of the year's work in similar ways  
(Continued on page 42A)

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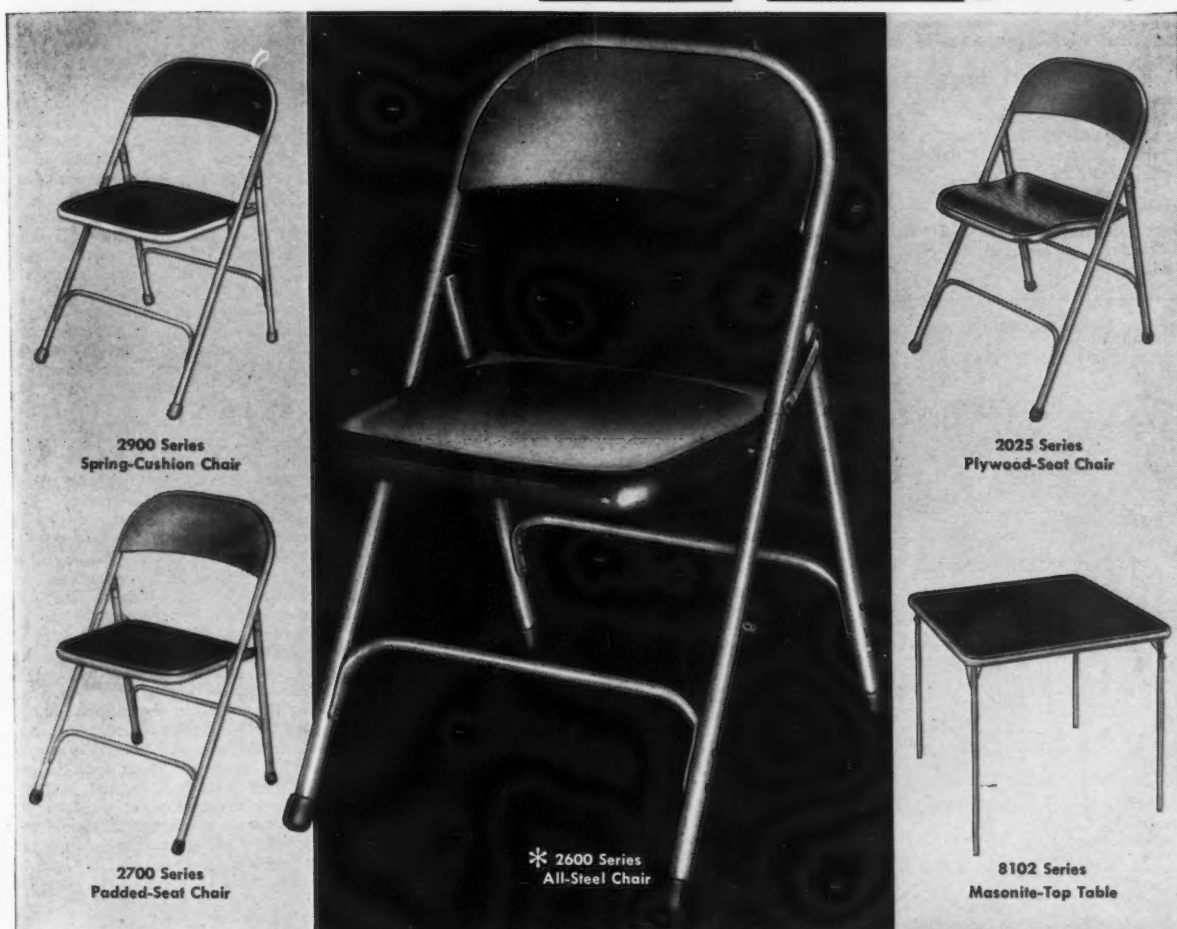
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## New Books

(Continued from page 40A)

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### The Greatest Calling

Edited by Rev. Rawley Myers. Cloth, 192 pp., \$2.25. The Declan X. McMullen Co., New York 7, N. Y., 1951.

This is a book about the priesthood. The editor, former director of vocations in the Diocese of Lincoln, Neb., has collected 20 articles about the priesthood from 20 authors including bishops, priests, laymen, and laywomen. These he has prefaced with his own introduction for the information of boys and all who have questions about God's priesthood.

### Bishop Sheil and the CYO

By Roger L. Treat. Cloth, 211 pp., \$3. Julian Messner, Inc., New York 18, N. Y.

Among practical social workers Bishop Sheil of Chicago has been unique. He is the organizer and long-time leader of the CYO, which has done so much for underprivileged boys and girls, has set up social centers for them, developed extensive athletic activities, and has saved numerous problem boys and delinquents. He is the founder of a college of social studies; he has

done valuable work in reformatories and prisons; he has helped enormously in the racial problem. He is, in a word, the head and front of the social works of the Catholic Church in the largest diocese of the United States. The present book is a warmhearted, friendly account of Bishop Sheil's work which at the same time is his life and career.

### The Catholic Home

By Father Aloysius, O.F.M.Cap. Paper, 4/6. Clonmore & Reynolds, Ltd., Dublin, Ireland.

This book discusses (1) the sacramental character of marriage, (2) the preparation of young people for marriage, (3) the building of the Christian home by prayer and love and devotion, (4) the coming and nurture of children, (5) the education of children for happy Christian living, (6) preparation for sorrow, death, and separation, (7) Christ in the home, and (8) the holy family and its life in Nazareth.

The whole work is pitched on a high level of spirituality and human understanding that makes it ideal for meditation by married people and for sermon materials for Cana conferences and retreats.

### Church Maintenance Manual

By Roger C. Whitman. Cloth, 255 pp., \$3. Doubleday & Co., Garden City, N. Y.

This book is a handy reference that will be found useful to the busy pastor and to the caretaker or sexton. The list of topics included is remarkably comprehensive and distinctly universal. Necessarily, the discussion of problems and the directions for maintenance operations and repairs are brief and to the point, and detailed directions for doing any given job are rarely presented. The Catholic user of the book must necessarily supplement the recommendations for the care of the altar, the laundering of vestments, and the care of the sacred vessels by following the canonical regulations and limitations. The valuable maintenance calendar arranged by seasons, should be supplemented in a new edition of the book by a weekly or even daily program of jobs to be performed by the janitor or caretaker. The preventive point of view which the author recommends throughout should be followed by the priest and trustees and should be supplemented by a definite annual budget based on the age and state of repair of the church building.

### Religious Life and Spirit

By Rev. Ignaz Watterott, O.M.I. Translated by Rev. A. Simon, O.M.I. Cloth, 416 pp., \$6. B. Herder Book Co., St. Louis 2, Mo.

Forty conferences addressed to Sisters by an experienced spiritual director and retreat master make up this book. The earlier chapters consider the smaller faults of nuns which may lead to grave faults and even destroy the peace of the convent. The majority of the discussions take up positive considerations of personal attitudes and virtues and community spirit which lead to greater holiness, peace, and confident joy. The book will be found equally valuable as a source of materials for preaching and for spiritual reading.

### ABC of Plain Words

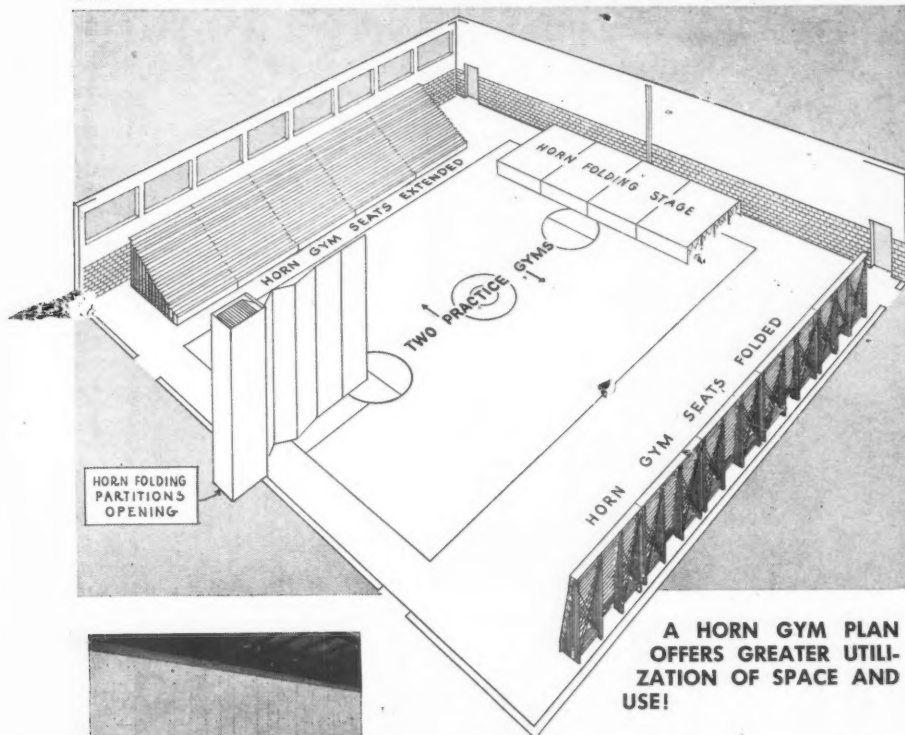
By Sir Ernest Gowers. 146 pp. Cloth, \$1.50; paper, 75 cents. British Information Service, New York 20, N. Y.

This reference book on the correct use of English is addressed to officials and others who must prepare reports or books, and professional articles. Arranged in alphabetical order, the book provides brief, specific help for the correct use of particular words and phrases, and for solving the more general problems of grammar, sentence construction, punctuation, and spelling. While British practice is given first place in each recommendation, American usage is frequently referred to.

The book is extremely useful to the serious writer who intends to inform and convince his reader who is not concerned with literary niceties

(Continued on page 45A)

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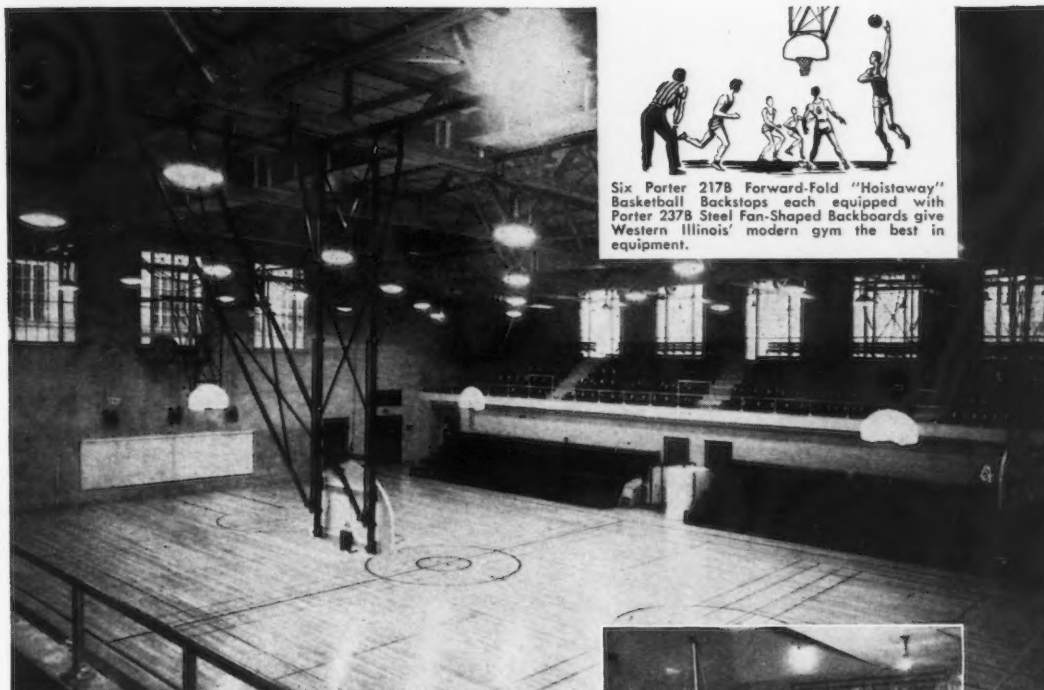
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That's right! Two ounces of Wyandotte F-100 make one gallon of cleaning solution. All you do is add water. Using the recommended concentration of F-100, you save up to \$169 per drum over other cleaners (based on actual market cost of concentrated cleaners in 55-gallon drums).

Compare this with what you are paying for cleaners of comparable quality. Then, let a helpful Wyandotte representative give you a

demonstration. Ask your jobber or call the nearest Wyandotte Office. *Wyandotte Chemicals Corporation, Wyandotte, Michigan; also Los Angeles, California.*

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 **Wyandotte**  
**CHEMICALS**

*Helpful service representatives in 88 cities in the United States and Canada*



**Largest manufacturers of specialized cleaning products for business and industry**

## New Books

(Continued from page 42A)

or ancient tradition, but who does want to do a decent job without wordiness, clichés, or gobbledegook.

The school administrator who is inclined to use abstract words and roundabout phrases—and the pedagogical clichés of the year—will find the book a help in writing simply, clearly, and effectively.

### Behind the Masque

By Rev. Urban Nagle, O.P. Cloth, 309 pp., \$3.50. McMullen Books, Inc., New York 7, N. Y.

This is a unique book: the autobiography of a monk-priest who established and conducted successfully a Catholic theater guild. The Blackfriars Guild in New York, Providence, and Washington has proved that good plays with a thoroughly Catholic background, presented by competent actors and competently directed, can be successful from both the artistic and the box office points of view.

### Third Vocation Institute Proceedings

Proceedings of the 1949 institute under the auspices of the Holy Cross Fathers. Paper, 88 pp., 50 cents. The Vocation Institute, Notre Dame, Ind.

A summary of the four-day meeting of some 400 priests and religious, July 20-24, 1949. Among the specific subjects discussed and reported in this booklet are: the theology of vocations; the modern girl and religious vocations; deepening the spiritual life of students through the teaching of religion; vocation advertising; and vocation clubs. An appendix outlines the vocation plan worked out by the Institute.

### The Business Curriculum

By R. G. Walters. Paper, 44 pp. South-Western Publishing Co., Cincinnati 2, Ohio.

This is Monograph 76 of an educational series. It is a 1951 revision of an original which appeared in 1942. The author is director of teacher training and personnel officer at Grove City College, Grove City, Pa. The purpose is to supply information and suggestions which may aid school administrators in keeping their curriculums up to date. The contents are: aims of the curriculum; business subjects in the junior high school; in the senior high school; trends in business curriculums; business curriculums in special schools; and a bibliography.

### College Football: Asset or Liability

By Very Rev. Celestin J. Steiner, S.J. Paper, 12 pp. Press of the University of Detroit, 1951.

The author, the president of the University of Detroit, describes these comments as "An answer to the present day critics of intercollegiate football and a reasonable realistic, completely ethical and workable blueprint for those who would preserve this traditional sport." Father Steiner attributes practically all the possible abuses of football to the negligence of the school administration.

### Something Can Be Done About Chronic Illness

By Herbert Yahraes. Paper, 32 pp., 25 cents. Public Affairs Committee, Inc., 22 East 38th St., New York 16, N. Y.

### Interim Civil Defense

This bulletin prepared by the Federal Civil Defense Administration is for sale (30 cents) by the Superintendent of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

### History of the Peloponnesian War

By Thucydides. Translated by Richard Crawley. Cloth, 666 pp., E. P. Dutton & Co., New York, N. Y.

This late addition to Everyman's Library contains the complete text of Crawley's classic translation first published in 1876 and slightly en-

larged by R. Feetham. The original index and maps are included.

### Elementary School Libraries Today

The 30th Yearbook: a bulletin of the Dept. of Elementary School Principals of the N.E.A. Sept., 1951. Paper, 415 pp., \$3. Published by the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Complete with bibliographies and index, this book discusses all phases of organization and management, including the subject of various kinds of visual aids supplies through the library.

### Annotated List of Phonograph Records

Ed. by Warren S. Freeman. Paper, 48 pp., 10 cents. Children's Reading Service, 106 Beekman St., New York 38, N. Y.

This 1952 catalog describes about 1000 records from many producers. The records are listed for

music, language arts, science, and social studies from kindergarten to senior high school, inclusive.

### Color, Ebony

By Helen Caldwell Day. Cloth, 182 pp., \$2.25. Sheed & Ward, New York 3, N. Y.

The story of a colored girl, who suffered from the antagonisms between whites and blacks in the Southland and later in New York City. In the Catholic faith she found her only relief and consolation. The book is a useful contribution to the color question and suggests a true religious solution for persons of intelligence.

### The Franciscans Came First

By Franchon Roger. Cloth, 195 pp., \$2.50. St. Anthony Guild Press.

This book embraces accounts of nine Franciscan missionaries who were the founders of the Cath-

(Continued on page 46A)

## A PRACTICAL RECEDING DOOR

# CLASSROOM WARDROBE

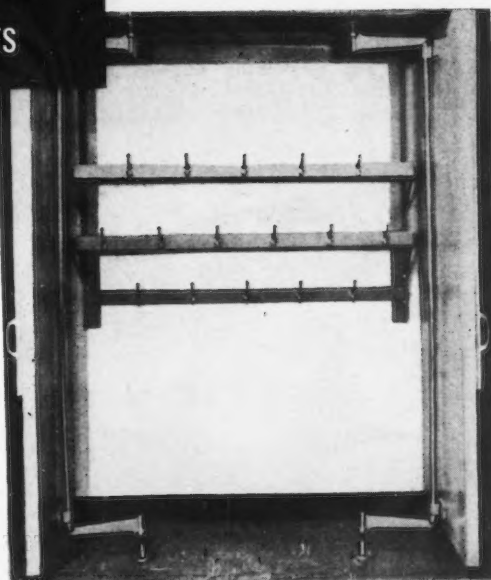
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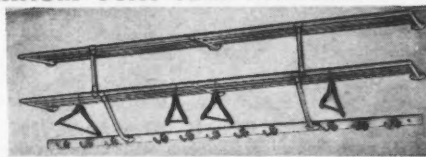
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Write for literature.

**ALSO CURTAIN CUBICLE SCREENING** for dressing rooms, rest rooms, medical examination rooms, gym dressing rooms.





## New Books

(Continued from page 45A)

olic religion in Mexico, the Central American countries, and California and Texas. The writer has the ability to tell the story with the vividness of a trained newspaperwoman; she is factual, concise, fully aware of the especial mission and accomplishment of each of the explorer monks. The book will do much to arouse appreciation for the civilizing, humanizing work with which the monks offset the brutal and frequently avaricious, and unjust acts of the conquistadores and their successors.

### Anima Christi

By John L. Foster, S.J. Paper, 32 pp., 3d. Australian Catholic Truth Society, Melbourne, Australia.

These devout aspirations based on the prayer "Soul of Christ Sanctify Me" are arranged in sense lines.

### Working Your Way Through College

By Kenneth C. Rathbun. Paper, 59 pp., octavo, \$1.25 (discount for quantity). The Cavalier Publishing Co., P. O. Box 8, Cambridge 39, Mass. This book will be quite helpful to the thousands of college students and prospective students who must earn all or part of the cost of their education.

### Miss Pickerell Goes to Mars

By Ellen MacGregor. Cloth, 128 pp., \$2.25. Whittlesey House, McGraw-Hill Book Co., New York, N. Y.

This fantastic story of a flight to Mars is told with humor and considerable scientific soundness. Children of 10 to 12 will enjoy it.

### Bronco Charlie

By Henry V. Larom. Cloth, 48 pp., \$2. Whittlesey House, McGraw-Hill Book Co., New York, N. Y.

The thrilling adventures of a California boy who became a rider of the Pony Express are told in this well-written, well-illustrated book. The vocabulary range is for children of 8 to 10 years of age.

### Epitome Historiae Sacrae

Edited by Stephen W. Wilby. Cloth, 219 pp. The Newman Bookshop, Westminster, Md.

### Viri Romae

Edited by Robert Arrowsmith and Charles Knapp. Cloth, 217 pp., The Newman Bookshop, Westminster, Md.

Students in Jesuit colleges of the 1890's will remember these carefully edited Latin readers, used to set the stage for reading Caesar's Gallic War and Cicero's easier orations. The reprints are made by the photolithographic process without change or revision.

### Life Adjustment Education

#### Geography and International Understanding

These two articles are the contents of the *Bulletin* of the National Catholic Educational Association for November, 1950. Subscription to the quarterly bulletin is \$1.75 per year. Address: Office of the Secretary General, N.C.E.A., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

### "Good Health"

By E. Patricia Hagman. Cloth, 315 pp., \$3.75, A. S. Barnes & Co., New York, N. Y.

This book consists of a compilation of chapters originally published in pamphlet form by the health and welfare division of the Metropolitan Insurance Company. The editor has done much to provide reasonable uniformity in style and harmony of purpose in the various units. The book

is addressed distinctly to fathers and mothers, teachers, and mature adults.

### Senior Days at Davenport High

By Charles E. Davis. Cloth, 177 pp., \$2.50. Julian Messner, Inc., New York, N. Y., 1951.

A high school story telling how Don Hamilton loses and regains the respect of his classmates at Davenport High.

### German Short Stories of Today

Edited by E. Hildegard Schumann and G. M. Wolff. Cloth, 185 pp., \$1.60. D. C. Heath & Co.

The stories are significant of German thought, the depressed intellectual life of the writers, and in general of the disturbed values of the period from 1925 to 1950. American students would, we think, benefit from a happier type of reading in which some attention is given to the residual clinging to ancient religious and national values.

### A Certain Widow

By Joseph Dever. Cloth, 312 pp., \$3. The Bruce Publishing Co., Milwaukee, Wis., 1951.

This latest Dever novel shows much improvement and forecasts even better work to come. The widow in the novel is Catherine Ronayne, who tries to mold the lives of her two sons, and the story is built around the affect this has on their lives. Boston politics forms a background for the work.

### How to Use Your Mind (Rev.)

By Harry D. Kitson. Cloth, 196 pp., \$2.50. J. B. Lippincott Co., Philadelphia, Pa.

Contains chapters on how to concentrate attention, improve vocabulary, cultivate imagination, increase reading ability, overcome discouragement, take notes properly, form study habits, memorize readily, reason logically, and develop interest.

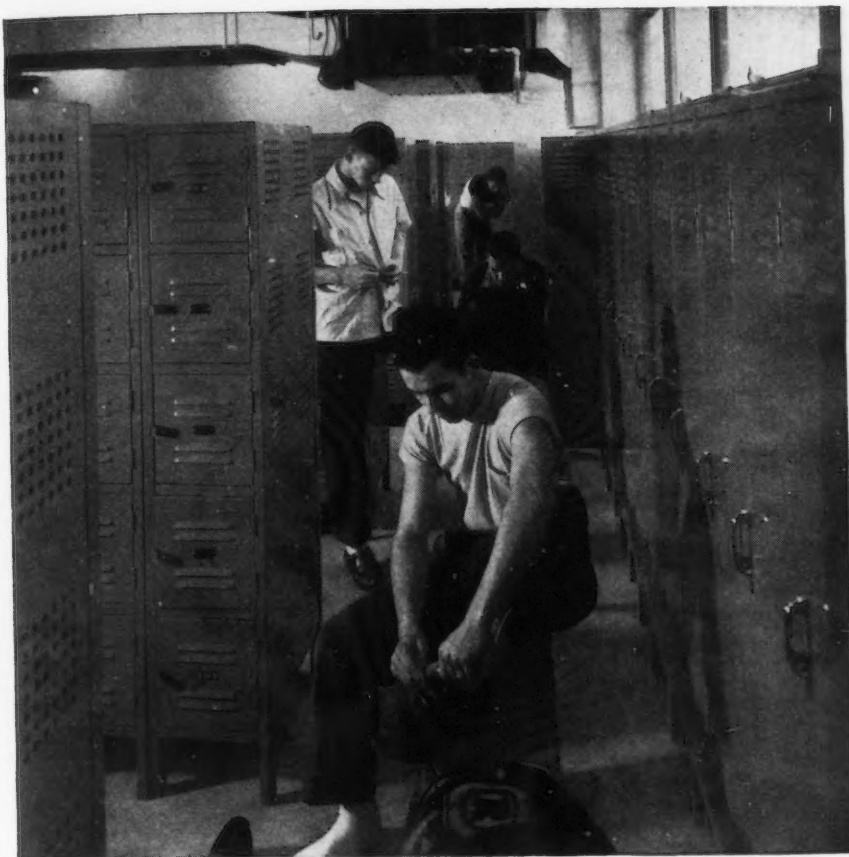
(Continued on page 48A)



Inside rows contain a heavy filling of high grade tampico fibres for moving bulky, heavy refuse. Outside rows contain a carefully formulated blend of stiff selected horsehair and long-wearing SARAN bristles for moving fine dirt and dust. This combination gives you all-purpose cleaning in one sweep.

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Daily removal of dust, dirt and other debris by thorough sweeping means a neater, safer floor surface for your building. With Oxco floor sweeps, your janitors, like thousands of others, will get the most dirt with the least effort. Order them now from your janitor supply or hardware supplier.



## *Berger* STEEL LOCKERS are Basic to Every School Athletic Program

● Your physical education programs, intramural and varsity athletics are dedicated to the ideal of "sound minds in strong bodies." Helping you provide the efficient athletic facilities to carry out that ideal is a big part of Berger's job, too.

Berger helps by furnishing the finest in steel locker and storage equipment—plus ideas and suggestions for its most efficient and convenient use . . . a factory engineering service . . . and nation-wide installation by skilled technicians.

In this way, Berger contributes toward the rounded

education your students receive to prepare them for future responsibilities. And, the use of Berger Steel Lockers helps cultivate habits of neatness, orderliness, care of equipment and respect for the rights of others.

Berger service includes all types of fire-resistive, ventilated steel lockers and storage equipment—for corridor use, classrooms, laboratories, libraries, auditoriums, gymnasiums and team rooms.

In your plans for new construction, and for additions to existing school buildings, turn your locker problems over to Berger—most everyone does.

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Lockers • Wardrobes • Storage Cabinets  
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Slate OUTLIVES temporary trends. It is just as much in style TODAY as it will be fifty years from now!

For subdued, permanent, natural effects in your classrooms, consider the many advantages natural slate can offer you. It is adaptable to any design, to any arrangement, and to any color scheme.

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slate is the sensible  
selection for your  
chalkboard requirements.

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## New Books

(Continued from page 46A)

### Discourses on St. Joseph

By Rev. Nicholas O'Rafferty. Cloth, 248 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1951.

Thirty-two discourses for spiritual reading or sermon use on devotion to St. Joseph and St. Joseph's holiness.

### Canticle for the Harvest

By Sister Mary Hester. Cloth, 106 pp., \$2.75. P. J. Kenedy & Sons, New York 8, N. Y.

Here are life sketches of 13 American members of the School Sisters of Notre Dame—women who have had a part in the making of this great teaching order, which in 1950 celebrated the centenary of its coming to the United States. The stories bring out the character of these sacrificing nuns, the spirituality which inspired them and which is the characteristic of their Order. Incidentally, the book tells much of the history of the leading institutions of the Order, particularly in the Middle West.

### Adult Education: Current Trends and Practices

Problems in Education, Part II. Paper, 148 pp. Published by UNESCO, 19 Ave. Kleber, Paris 16, France.

A summary report of the Elsinore Conference, providing an account of the first international conference of adult educators, together with an outline of the problems discussed and the solutions proposed.

### Immortal Fire

By Sister Mary Just, O.P. Cloth, 598 pp., \$7.50. B. Herder Book Co., St. Louis 2, Mo.

This book provides a history of the evangelization of the world from the days of St. Paul to the latest work of twentieth-century missionaries in China and Africa. The story is told in terms of biographical sketches and accounts of the labors of the great missionaries, of Patrick, Boniface, Ansgar, Francis Xavier, and the vast host of men and women of the eighteenth and nineteenth centuries whose sweat, blood, and prayers are bringing such vast fruits. The book is panoramic in treatment and written with a friendly enthusiasm that carries the reader along to discover for himself the story of each of the heroic men.

## CATHOLIC CHILDREN'S BOOK CLUB

147 E. 5th St. St. Paul 1, Minn.  
Selections for February, 1952

### Picture Book Group—P:

**Come to the City**, by Ruth M. Tensen (Reilly & Lee, \$2).

### Intermediate Group—A:

**Columbus and His Brothers**, by Amy Hogeboom (Lothrop, \$2.25).

### Older Boys—B:

**Not Without Danger**, by Herbert Best (Viking, \$2.50).

### Older Girls—C:

**Dark Sunshine**, by Dorothy Lyons (Harcourt, \$2.50).

### Knowledge Builders—D:

**Famous Paintings**, by Alice Elizabeth Chase (Platt & Munk, \$3.50).

### Ted and Sally

By Arthur I. Gates, Miriam B. Huber, and Frank S. Salisbury. Cloth, 144 pp. The Macmillan Company, New York, N. Y.

This is the basal primer of the New Macmillan Readers. Subject matter is based on play and farm life. The final section is humor.

The vocabulary is limited to 81 new words plus the 40 words learned in the preprimer of the series.

### Two Boys and a Tree

By Arthur I. Gates, Miriam B. Huber, and Frank S. Salisbury. Cloth, 128 pp. The Macmillan Co., New York, N. Y.

This supplementary first reader includes a vocabulary of 255 words. Child interests in all outdoor life are emphasized.

### Saint Santa Claus

By Ruth Rounds. Cloth, 128 pp., \$2.25. E. P. Dutton & Co., Inc., New York, N. Y.

This is the story of a lad lost in the Swiss Alps after a plane crash. St. Klaus, the Swiss version of St. Nicholas, miraculously led the boy to safety. Language and approach are adapted to 12-year-olds.

### Let's Take a Trip

By E. Raymond Elms. Cloth, 78 pp., \$2. Albert Whitman Co., Chicago 6, Ill.

Children in the middle grades will enjoy these vivid stories of the great natural wonders of our country. In the historic, economic, and social aspects of these regions the natural phenomena are emphasized.

(Continued on page 51A)



*Creative Hands Make Happy Hearts*

This is part of a group of 160 Sisters from some 50 schools in western Massachusetts practicing art and craft activities, with materials including crayons, finger paint, water colors, poster colors, clay, Cera-Mix, and papier-mâché. The workshop was conducted for a week by Mrs. Maywill Dudley Sloan, art consultant for the Milton Bradley Co. It was one of many workshops sponsored by Milton Bradley for teachers.



# UNPARALLELED PASSENGER PROTECTION!

*the new 1952 Superior **PIONEER***



In buying a school bus, one consideration outweighs all others, namely—the safety of your children. This view shows you, at a glance, how the new 1952 Superior Pioneer provides unparalleled passenger protection.

Notice the Pioneer's exclusive Inner Safe-T-Shield, multi-ribbed for strength many times that of flat paneling . . . the massive guard rail of extra-heavy-gauge steel that extends 9½" above the floor inside the coach and continues on down as the rolled outer skirt . . . the sturdy steel pillars and roof bows that form two rugged rings of steel around every child . . . and the flanged, double-ribbed impact rails running full length of the outer safety wall. All side and end assemblies are mounted on top of the floor, thereby gaining added strength from the sturdy foundation. These are but a few of the features that mean greatest safety and durability — and Pioneer's leadership is equally outstanding in comfort, convenience, and beauty.

**HERE'S WHY YOU'LL BE WISE TO ORDER IMMEDIATELY**—Government allotments of steel for school buses are the same for each quarter of 1952, and no carry-over from one quarter to another is permitted any manufacturer. So if you wait till later in the year when seasonal buying exceeds available materials, you may be unable to get delivery before the Fall term. Look ahead! Ask your Superior Distributor for a free demonstration of the 1952 Pioneer now. Superior Coach Corporation, Lima, Ohio.



## **PIONEER**



S U P E R I O R   B Y   E V E R Y   S A F E T Y   S T A N D A R D

**New-  
all NEW**

## two "Durapress" sherbets from LIBBEY GLASS

Smart **NEW** styling



Brand-**NEW** design



Appealing **NEW** contour



No. 5103  
4-1/2 oz. sherbet



No. 5102  
3-1/2 oz. sherbet

**NEW** heavy glass base



Modern **NEW** shape



YOU ASKED US FOR THEM and here they are—brand-new sherbets in the 3½-oz. and 4½-oz. sizes.

They're Libbey "Durapress" quality for strength and durability. They take high sterilization temperatures in stride. And the Libbey name means they're highest quality.

Desserts look more appetizing in sparkling

glass. Folks know desserts taste better, too, because glass gives absolute flavor protection—glass will never impart taste.

Make the desserts you serve more tempting—serve them in the new "Durapress" sherbet.

Get samples and prices of these brand-new sherbets from your near-by Libbey supplier or write direct to Libbey Glass, Toledo 1, Ohio.

# LIBBEY GLASS "Durapress" Sherbets

ESTABLISHED 1818



LIBBEY GLASS, Division of Owens-Illinois Glass Company, Toledo 1, Ohio

## New Books

(Continued from page 48A)

### Here We Are Again

By Sister Marguerite. Price, 52 cents.

### This Is Our Home

By Sister Marguerite. Price, 52 cents. Ginn & Co., Boston, Mass.

These are new editions of extremely successful books originally published in 1944. As preprimers of the Faith and Freedom Series, the books are planned to provide mastery of a considerable vocabulary and to utilize natural interests in developing right attitudes toward reading in play, homelife, and religion.

### My Reading and Phonics Book for Pre-Primers

New edition. By Sister M. Marguerite, S.N.D. Paper, 46 pp., 52 cents. Ginn & Co., Boston 17, Mass.

Revised to adapt the child's reading activities to the new pre-primers in the Faith and Freedom Readers Series.

### This Is Our Family

By Sister M. Marguerite, S.N.D. Cloth, 172 pp., \$1.32. Ginn & Co., Boston, Mass.

This is the primer of the Faith and Freedom Series. It emphasizes the concepts of Christian social living in terms of the child's interests in play and pets, prayer and work in the home, going to school, etc. The illustrations, in full color, are vivid and happy, and not without humor. The vocabulary adds 118 words to those taught in the preprimers and workbook.

### My Reading and Phonics Book for This Is Our Family

New edition. By Sister M. Marguerite, S.N.D. Paper, 52 cents. Ginn & Co., Boston 17, Mass.

A workbook for the new Faith and Freedom Readers Series.

### Sailboat Time

By Maj Lindman. \$1.50. Albert Whitman & Co., Chicago 6, Ill.

This is the story of Kaj and Maj who went camping on an island and enjoyed fishing, sailing, and swimming with their parents. Ideas and language adapt the book to first and second graders.

### Thunder Wings

By Olive L. Earle. Cloth, 48 pp., \$2. William Morrow and Co., Inc., New York, N. Y.

This is a simple, factual account of the life of a young muffed grouse. Black and white illustrations are accurate and beautiful.

### Washington, The Nation's First Hero

By Jeanette Eaton. Cloth, 71 pp., \$2. William Morrow and Co., Inc., New York, N. Y.

Children between the ages of 8 and 11 will enjoy this dramatic life of Washington, beautifully illustrated, and surprisingly complete and understandable.

### Tim and the Tool Chest

By Jerrold Beim. Cloth, 48 pp., \$2. William Morrow and Co., Inc., New York, N. Y.

Can such simple tasks as driving a nail, sawing a board, driving a screw, and caring for tools be told accurately and dramatically for 6- to 8-year-olds? The present illustrated book does it with interest and good effect.

### Wonder Boy

By William Heuman. Cloth, 186 pp., \$2.50. William Morrow and Co., Inc., New York, N. Y.

Suspense and action characterize this baseball story of a catcher and the brilliant pitcher he coached to stardom. Boys will love this story.

### The Baseball Reader

Edited by Ralph S. Graber. Cloth, 302 pp., \$3.50. A. S. Barnes & Co., New York 16, N. Y.

This collection of 32 stories provides a fine insight into the romance of the American national game. Boys will thoroughly enjoy it, as will their athletically inclined sisters.

### Let's Be Popular

By Gail Brook Burkett. Cloth, 134 pp., \$1.48. Beckley-Cardy Co., Chicago, Ill.

This book suggests practical means of developing traits of character which are wholesome and which will result in a type of natural courtesy that makes for popularity. Language and illustrations contain considerable humor

and a thorough understanding of adolescent psychology. The approach is only from the natural point of view.

### Competitive Sports in Schools and Colleges

By Harry Alexander Scott. Cloth, 604 pp., \$5. Harper & Brothers, New York 16, N. Y.

The management of athletic sports in American colleges is outlined with a complete knowledge of present-day objectives and techniques. There is much to disagree with in the historic and theoretical sections of the work.

### Isaiah

By Dom Hubert Van Zeller, O.S.B. Cloth, 123 pp., \$2.25. The Newman Press, Westminster, Md.

This study of the life and work of Isaiah provides numerous sidelights that makes a study of the Old Testament prophets distinctly significant.

### The Secret Scripture of the Poor

By Rev. John Henaghan. Cloth, 116 pp., 8/6 d. Clonmore & Reynolds, Ltd., Dublin, Ireland.

The author of this brief work spent his late years as a

missionary in the Philippine Islands. In 1944 and 1945 he was superior of the Maynooth Missionaries in Manila. On February 10, 1945, Japanese troops arrested him with two of his priests and marched him away. He was never seen again.

The present eleven conferences take up basic considerations of the spiritual life, of the life of Christ and His Mother, all in the terms of suffering, poverty, and self-denial.

### Ways to Improve Your Personality

By Virginia Bailard and Ruth Strang. Cloth, 249 pp., \$3. McGraw-Hill Book Co., New York 18, N. Y.

Addressed to high school boys and girls, this book suggests ways and means of making oneself more attentive to companions, of developing poise, of solving problems of living, and getting along. The teacher who can add a Catholic motivation to these purely natural solutions of growing up in society and of succeeding among and with people, will find the book helpful for class talks and for helping individual students.

(Continued on page 53A)



(Alex W. Spence  
Junior  
High School,  
Dallas, Texas)

## Young America loves dessert

To satisfy the youthful appetite . . . or stimulate the jaded one . . . there's nothing to surpass cool, flavorful Sexton gelatine desserts, or attractive and tasty Sexton puddings. Economical too! Scarcely any food gives so much satisfaction at so little cost. As for quality, the delicious flavor, sparkling

clarity, quick jelling and ability to keep their good looks, result directly from our insistence upon the finest ingredients and carefully controlled processing in our Sunshine Kitchens.

JOHN SEXTON & CO., CHICAGO, 1952

**Sexton**  
Quality Foods





# SQUARE DANCING

can be

So easy to learn

. . . So easy to teach

**With these Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER.**

Here is the easy and economical way to give square dance instructions in your school . . . the HONOR YOUR PARTNER series of square dance records.

Each record in albums 1 to 4 starts with simplified, progressive oral instructions by Ed Durlacher — instructions easily understood by school children of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions — "The Square Dance Caller's Delight."

AN ENTHUSIASTIC USER REPORTS . . . "The square dance album 'Honor Your Partner' is all that you claimed it to be—we tried out the records on a group of eighth grade students and they picked up the instructions without difficulty. In the space of thirty minutes, this group, which had never square danced before, were doing the figures in an expert fashion. The records were also a hit at the adult square dance which we held last night." — Alfred Elliott, Recreation Director, Greenwood, Mississippi.

All records are guaranteed against breakage, in normal use.

You'll want to learn more about the HONOR YOUR PARTNER albums.

Write today for descriptive folder.

HONOR YOUR PARTNER

**SQUARE DANCE ASSOCIATES**

Dept. CSJ-5

Freeport, N. Y.

## New Books

(Continued from page 51A)

### The Face of the Heavenly Mother

By Josef Cardinal Mindszenty. Cloth, 157 pp., \$3. The Philosophical Library, New York, N. Y.

In the author's words this book seeks to tell "how mankind has valued mothers and how God values them." He finds in the Mother of God the most perfect of Mothers, the model for the mothers of all time.

### The Little Flowers of St. Francis

By St. Bonaventure. Cloth, 542 pp. E. P. Dutton & Co., New York, N. Y.

This newest addition to the Everyman's Library includes besides the title, "The Mirror of Perfection" and St. Bonaventure's "Life of St. Francis." The translations are accurate and in fluent English; the brief introduction presents the facts of St. Francis' life.

### The A-V Bibliography

By F. Dean McClusky. Paper, 185 pp., \$2.75. Wm. C. Brown Company, Dubuque, Iowa.

This bibliography is complete up to the middle of 1950. The compilers have sought for completeness rather than critical evaluation of the materials listed.

### The Young Marchesa

By Sheila Davies. Cloth, 278 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

This historic novel addressed to girls in their teens, tells the story of Francesca, the Maltese Marchesa, who after many adventures, gained her rightful inheritance.

## LIBRARY BOOKS

### Duke of the Bruins

By Roger L. Treat. Cloth, 168 pp., \$2.50. Julian Messner, Inc., New York, N. Y., 1950.

Sports story for boys about professional football.

### Ross Duncan at Bataan

By Stanley Pashko. Cloth, 161 pp., \$2.50. Julian Messner, Inc., New York, N. Y., 1950.

A realistic picture of the Philippine theater of war during World War II, as seen through the eyes of Ross Duncan, just out of officer training school.

### Etuk, The Eskimo Hunter

By Miriam MacMillan. Cloth, 177 pp., \$2.75. Dodd, Mead & Co., New York, N. Y., 1950.

Miriam MacMillan is the wife of the famous explorer, Commander Donald MacMillan. She has visited the land of the Eskimos frequently and knows many members of the tribe personally. The book is valuable for its authentic descriptions of customs, clothing, tools, houses, and the character of the Eskimos. The story will please boys and girls from 9 to 14.

### The Boatswain's Boy

By Robert C. DuSoe. Cloth, 227 pp., \$2.25. Longmans, Green & Co., New York, N. Y., 1950.

A young American boy on his way to report as midshipman on the U.S.S. Constitution is taken by a privateer and forced to serve. Several naval battles take place before he finally reaches authorities who can recognize his papers. The War of 1812 is the setting for this story.

### St. Patrick's Summer

By Marigold Hunt. Cloth, 273 pp., \$2.50. Sheed & Ward, Inc., New York, N. Y., 1950.

St. Patrick and some of his heavenly friends take turns in instructing a young English girl and boy in their Catholic faith in preparation for their first Holy Communion. It is written for children from 10 to 14.

### Idaho Sprout

By John Baumann. Illustrated by Lee Townsend. Cloth, 250 pp., \$2.50. William Morrow & Co., New York 16, N. Y., 1950.

The Malad River country in Idaho is the setting for this story of a young boy who was called "Sprout" because he took after his father. How his kindly understanding father cured a feeling of inferiority and insecurity makes this a better than average story of boyhood.

(Continued on page 54A)

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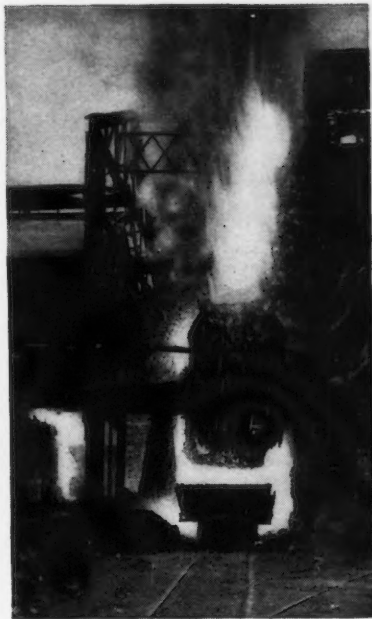
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1. Coking ovens like these "bake" coal into coke. Nearly pure carbon, this coke will help smelt iron from its ore.



2. A steel furnace in full blast. Hot air, forced under pressure through this converter, is producing high-grade steel.



3. Bridges, skyscrapers, automobiles—nearly everything we have is made of steel or by steel . . . and without coal there'd be no steel!

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## New Books

(Continued from page 53A)

### Jack O'Moora and the King of Ireland's Son

By Bryan MacMahon. Cloth, 86 pp., \$2. E. P. Dutton & Co., New York 10, N. Y., 1950.

This is an old Irish tale full of mysticism and written with rare humor. One sits before the fire of turf in an Irish cottage and listens while the storyteller unfolds a strange tale of young Prince John of Ireland and of how he was aided in his quest for a beautiful maiden by Jack O'Moora.

### Binne Latches On

By Marie McSwain. Cloth, 214 pp., \$2.50. E. P. Dutton Co., New York, N. Y., 1950.

A charming story which can help little girls who are handicapped by their sensitiveness.

### Wishing Boy of New Netherland

By Maud Esther Dilliard. Cloth, 187 pp., \$2.50. E. P. Dutton Co., New York, N. Y., 1950.

The author is an authority on New York history and has made this a warm and charming picture of Dutch life in America in the days when Indian raids were part of routine. Children studying American history will enjoy this story of a little Dutch boy's life on Long Island.

### Personality Plus (Rev.)

By Sheila John Daly. Cloth, 154 pp., \$2.50. Dodd, Mead & Co., New York, N. Y., 1951.

A book for teen agers giving many valuable personality tips and advice on how to meet common social situations.

### Stories From Near and Far

By Orr, Reed, and Franseth. Cloth, 440 pp., \$2.20. Charles Scribner's Sons, New York, N. Y., 1951.

This is a fourth-grade reader containing stories about children in many countries, some present and some past.

### Do-It Fun for Boys and Girls

By Mary and Dale Goss. Cloth, 128 pp., \$2.95. The Manual Arts Press, Peoria, Ill., 1950.

An excellent way to stimulate initiative and imagination in a young child is to help them make things. This book outlines many projects for things a child can make with simple objects found in any home. A source of many ideas and instructions on how to carry them out.

### How Big Is Big?

By Herman and Nina Schneider. Paper over boards, \$1.75. William R. Scott, Inc., New York, N. Y., 1950.

Relativity of size and space explained for the very young.

### History Can Be Fun

By Munroe Leaf. Cloth, 63 pp., \$1.75. J. B. Lippincott Co., Philadelphia, Pa., 1950.

A picture story of the march of history. Excellent for children.

### Ex-Cub Fizzie

By Rev. Neil Boyton, S.J. Cloth, 206 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1950.

The Ex-Cub is small but he gets in and out of enough trouble for two boys his age. Father Boyton has again told a lively, humorous story in his usual accomplished way.

### This Is Her Song

By Alma French Cobb. Paper, 22 pp., \$2. Bruce Humphries, Inc., Boston, Mass., 1950.

A narrative poem written around the Magnificat—the Life of the Blessed Virgin Mary.

### Holiday Craft and Fun

By Joseph Leeming. Cloth, 93 pp., \$2.50. J. B. Lippincott Co., Philadelphia, Pa.

Instructions for making invitations, favors, decorations, and centerpieces for 17 holidays.

### Italian Roundabout

By Agnes Rothery. Cloth, 197 pp., \$2.75. Dodd, Mead & Co., New York, N. Y., 1950.

A travel story full of accurate and highly interesting information.

### Ghost Town Cowboy

By Genevieve Torrey Eames. Cloth, 176 pp., \$2.50. Julian Messner, Inc., New York, N. Y., 1951.

Ranch life provides adventure and mystery in this story of how Steve achieves his main ambition, to be a rancher. Interesting to both boys and girls.

### Art and Beauty

By Maurice DeWulf. Cloth, 213 pp., \$3. B. Herder Book Co., St. Louis, Mo., 1951.

A philosophic discussion of the basic principles of art.

### Calling for Isabel

By Virginia M. Jeffries. Cloth, 177 pp., \$2.25. Longmans, Green & Co., New York, N. Y., 1951.

A well-written story dealing with problems typical of a 16-year-old girl. A good picture of family life.

### Masked Prowler: The Story of a Raccoon

By John and Jean George. Cloth, 183 pp., \$2.50. E. P. Dutton Co., New York, N. Y., 1950.

A story told with warmth and complete understanding.

### Christ's Career Women

Edited by Rev. Thomas A. Meehan. Paper, 128 pp., \$1. The New World Publishing Co., Chicago, Ill.

The story of religious communities of women in the Chicago province.

(Continued on page 56A)

## YOUR JANITOR

... his TIME and TROUBLES are important to you!



This janitor is putting 500 MOSINEE Towels into a SENTINEL cabinet. This saves him time and trouble . . . because the Sentinel's 500-towel capacity, plus the fact that 25% to 50% fewer towels will be used (due to the Sentinel's "control" on towel consumption and reduction of waste), mean fewer janitor service-trips. Less work . . . better service to users . . . lower cost to schools.

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Institution \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

## New Books

(Continued from page 54A)

### Atomic Attack

By John L. Balderston, Jr., and Gordon W. Hewes. Paper, 64 pp., \$1. Council on Atomic Implications, Inc., Los Angeles, Calif., 1950.

This book is a practical manual for civil defense organizations, and others connected with disaster committees. It is also a "What To Do Book" for the individual.

### The Big Out

By Arnold Hano. Cloth, 181 pp., \$2.50. A. S. Barnes & Co., New York, N. Y., 1951.

An excellent sports story for older boys. Stresses clean sportsmanship by showing what happens to a player accused of gambling and banned from organized baseball.

### The Great Disciple and Other Stories

By W. B. Ready. Cloth, 158 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1951.

W. B. Ready is an Irishman from Wales. He started writing because he didn't want his children to miss their heritage of Irish folklore, but his children are not the only one to profit from his writing. The stories in this book are full of the romance of the bogs, the eeriness of the crags and the wee folk, and warm with the sentimental heart of Ireland.

### Horace the Hound That Howled

By Ruth Collins. Cloth, \$2.50. Dodd, Mead & Co., New York, N. Y., 1951.

By the author of *Septimus, The St. Bernard*, this is another delightful dog story for young children. Horace dismays and amazes his family on the coast of Brittany when he learns to howl, and gets himself in and out of trouble all through this charming story.

### Phil Rizzuto

By Joe Trimble. Cloth, 184 pp., \$2.50. A. S. Barnes & Co., New York, N. Y., 1951.

Another in the Most Valuable Player Series.

### Rod, The Sky Lad

By W. F. and Helen Hall. Cloth, 181 pp., \$1.48. Beckley-Cardy Co., Chicago, Ill., 1951.

Rod lives near an airport and learns all he can about airplanes so that he can be a pilot like his father who was killed in a plane crash. His adventures will make good reading for any young boy or girl who is interested in aviation.

### Chariot in the Sky

By Arna Bontemps. Cloth, 234 pp., \$2.50. John C. Winston Co., Philadelphia, Pa.

A story of the Jubilee singers.

### Bill Clark, American Explorer

By Sanford Tousey. Cloth, 48 pp., \$1.50. Albert Whitman & Co., Chicago, Ill., 1951.

A story of the Lewis and Clark expedition.

### Cowboy Sam and Freddy

By Edna Walker Chandler. Cloth, 67 pp., \$1.32. Beckley-Cardy Co., Chicago, Ill., 1951.

A first-grade reader with high interest level but limited vocabulary.

### A Hundred Bridges to Go

By Agnes Danforth Hewes. Cloth, 275 pp., \$2.50. Dodd, Mead & Co., New York, N. Y.

A story of the building of the Alaskan Highway, for young boys. Much intrigue and detailed description of the actual construction.

### Dusty and His Friends

By Irma Simonton Black. \$1.50. Holiday House, New York, N. Y., 1950.

Dusty is such a friendly little beagle that everyone thought was a coward, but he proves them wrong. A story for the very young.

### Son of the Coach

By Philip Harkins. Cloth, 252 pp., \$2.50. Holiday House, New York, N. Y., 1950.

A football story built around a coach and his son and the football team that had become a machine through mixing school politics with the sport.

### Joe Panther

By Zachary Ball. Cloth, 241 pp., \$2.50. Holiday House, New York, N. Y., 1951.

Joe Panther is a Seminole boy who lives near Miami. He realizes his ambition when he gets a job on a charter boat. An alligator hunt and smugglers add suspense and action to this story for boys.

### Italy

By Raffaello Busoni. Cloth, 27 pp., \$1.75. Paper over boards, \$1.25. Holiday House, New York, N. Y., 1951.

Good background material. Will encourage reading of more specific nature.

### Bonus Rookie

By Frank O'Rourke. Cloth, 179 pp., \$2.50. A. S. Barnes, New York, N. Y., 1950.

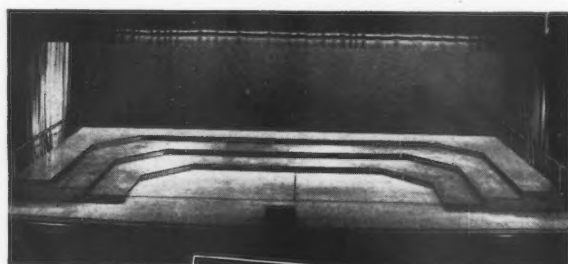
A Barnes Sports Novel which tells the story of a bonus rookie's first season in big league baseball.

### Chip: The Dam Builder

By Jim Kjelgaard. Cloth, 233 pp., \$2.50. Holiday House, New York, N. Y., 1950.

Chip, blasted out of his home by poachers using dynamite, builds a new home after a dangerous overland journey. He lives amidst his natural enemies the lynx, the owl (who eats his very young), the otter, and the bear, but he also has friends, the doe and her fawn, the geese in his pond, and the trout that also live there. Chip's life makes excellent reading for young boys and girls.

(Continued on page 58A)



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#### 1. ALTA-CO POWDER

... for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi in less than a minute! Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.

#### 2. ALTA-CO FOOT POWDER

... for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.

#### 3. ALTA-CO 300 H.D. FUNGICIDE

... for your daily, systematic washing of shower room floors. In economical solution (1 to 500), its action is both fungicidal and bactericidal, giving your floors the same hygienic sanitation you demand be taken by each user of your facilities.

Write for 36-page illustrated booklet,  
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Replacement of such equipment must be wisely planned, not only from a safety standpoint, but from a performance standpoint, too.

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Beauty combined with relaxed posture. No pinching or tearing hazards. Also available with tablet arm.

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## New Books

(Continued from page 56A)

Michigan  
Ohio  
Indiana  
North Carolina

By Bernadine Bailey. Cloth, \$1 each. Albert Whitman & Co., Chicago, Ill., 1950.

These well-illustrated (by Kurt Wiese) little books contain much material that is interesting and instructive. They contain good background reading matter.

### A Castle and Sixpence

By Margaret J. Baker. Cloth, 181 pp., \$2.50. Longmans, Green and Co., Inc., New York, N. Y., 1951.

What child wouldn't thrill to a story of a haunted castle. In this story the four young Martingales and their mother, who writes children's books, inherit their ancestral castle. Solving the mystery of Sixpence who haunts the castle and finding the hidden treasure are part of this delightful book.

### The AntiChrist

By Albert J. Smith. Cloth, 47 pp., \$2. Exposition Press, New York, N. Y., 1950.

A book-length poem dealing with the struggle between totalitarianism and democracy for men's souls and minds.

### Basketball for Girls (Rev. Ed.)

By Wilhelmine E. Meissner and Elizabeth Y. Meyers. Cloth, 89 pp., \$1.50. A. S. Barnes & Co., New York, N. Y., 1950.

This popular book on basketball for girls has been revised because of rules changes and subsequent essential changes in tactics and techniques.

### Watch Your Step

By John J. Floherty. Paper, 160 pp., \$2.75. J. B. Lippincott Co., New York, N. Y., 1950.

Mr. Floherty's book contains advice and a strong warning. His advice concerns the avoidance of the many accidents that occur in everyday life situations, at home or traveling. His warning is to those who think that accidents are just bad luck or bad breaks. This book should be kept beside the first-aid kit at home and wherever first aid may be needed. If its advice and warning were taken to heart the first-aid book would be little used.

### In Praise of Our Lady

By Martin Dempsey. Cloth, 225 pp., \$2.75. Joseph F. Wagner, Inc., New York, N. Y., 1950.

This book includes a series of novena sermons given in honor of Our Lady of Fatima by Father Dempsey.

### My Greatest Baseball Game

Edited by Don Schiffer. Cloth, 219 pp., \$3. A. S. Barnes & Co., New York, N. Y., 1950.

Thirty-four stories written in the words of 34 famous players by well known sports writers.

### Famous Engineers

By Sara Ruth and Emily Watson. Cloth, 152 pp., \$2.50. Dodd, Mead & Co., New York, N. Y., 1950.

Contains the life stories of 16 famous engineers, written for boys and girls from 10 to 14.

### Moppet

By Eunice Young Smith. Cloth, \$1.50. Albert Whitman & Co., Chicago, Ill., 1950.

Moppet is a little gray field mouse who finds her home in the meadow getting rather cold as winter comes. She finds a new home in Sharon's dollhouse in the attic. Moppet makes good use of her cozy new home.

(Concluded on page 59A)

## Encourage better writing this easy way

Esterbrook Pens encourage better handwriting—neater, clearer, more legible writing—because they let the student choose precisely the right point for the way he writes... the right point for the system you teach.

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## THE RIGHT POINT FOR THE WAY YOU WRITE



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FOUNTAIN PEN

## New Books

(Concluded from page 58A)

### Joe's Story of the Airport

Bill's Story of the Wholesale Produce Market  
By Marie Elizabeth Smith. Cloth, \$1.12 each.  
Charles Scribner's Sons, New York, N. Y., 1951.

Two new additions to the Social Learning Readers, for lower elementary.

### The Pilgrim's Prayer Book (St. Anne de Beaupré)

By Eugène Lefebvre, C.Ss.R. Paper, 104 pp., 25 cents. St. Alphonsus Bookshop, Basilica of St. Anne, Que., Canada.

This booklet contains a collection of prayers to St. Anne and a number of useful suggestions in addition to much pertinent information.

### The Family for Families

By Francis L. Filas, S.J. Paper, 143 pp., 50 cents. Paluch Publications, Chicago 54, Ill.

This is the second in the series of *Lumen Catholic Pocket Books*—the experiment that is trying to prove that Catholics will buy and read the best in Catholic writing if it is attractively packaged and sold at a reasonable price.

### The Emerald Ring and Other Irish Fairy Tales

By Sinéad de Valera. Cloth, 210 pp., \$2.50. Dodd, Mead & Co., New York, N. Y., 1951.

Contains 17 tales and 2 plays full of natural Irish charm, wit, and enchantment.

### Whitey and the Rustlers

By Glen Rounds. Cloth, 32 pp., \$1.25. Holiday House, New York, N. Y., 1951.

A well-written and illustrated (by the author) story of how Whitey catches the rustlers who stole his two cows and also gets himself the new saddle he longed to own.

### Tulip Time

By Dirk Gringhuis. Cloth, 30 pp., \$1.50. Albert Whitman, Chicago, Ill., 1951.

A delightful story about two little American Children, Gerrit and Gerta, and the annual tulip festival held at Holland, Mich. How they help Old Uncle Klaus is another part of a colorful little story.

### Using Books and Libraries (3rd Ed.)

By Ella V. Aldrich. Paper, 102 pp., \$1.25. Prentice-Hall, Inc., New York 11, N. Y., 1951.

The third edition of this booklet can be used as a guide to general readers as well as to all students. It is a comprehensive introduction to the library.

### They Made America Great

By Edna McGuire. Cloth, 278 pp., \$1.80. The Macmillan Co., New York, N. Y., 1950.

Stories of thirty-three outstanding Americans interwoven with the stories of our American holidays. Designed for third and fourth grades.

### Jamestown Adventure

By Olga W. Hall-Quest. Cloth, 185 pp., \$2.50. E. P. Dutton Co., New York, N. Y.

This is an authentic and detailed story of the first 12 years of the Jamestown colony based on original records and the findings of recent historical research.

### That Useless Hound

Leon F. Whitney, D.V.M. Cloth, 211 pp., \$2.50. Dodd, Mead & Co., New York, N. Y., 1951.

Dave Ward, son of a prison superintendent in the South, is helped to recover from an attack of infantile paralysis by a bloodhound puppy and two colored prisoners who help him train the dog to do real humanitarian work instead of tracking prisoners, a practice Dave abhors. The story will interest anyone above 14.

"Pupils eat  
and work better  
thanks to Better  
Breakfast game".....



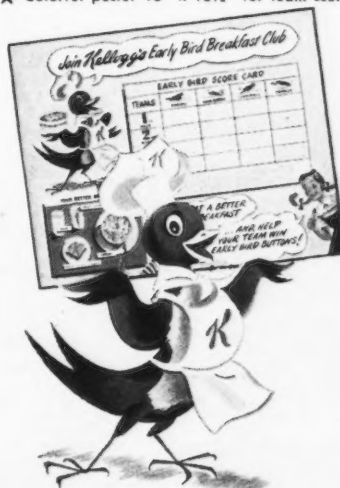
- ★ Prize button for winners
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Teachers all over the country report Kellogg's Early Bird game works wonders in teaching the better breakfast habit. Never before such widespread cooperation, such appreciative letters and calls from parents!

This Kellogg game makes it fun for children to eat better breakfasts. While still young, they learn to enjoy cereals, milk, fruit and other nutritious foods they'd never touch before. You'll find this game a wonderful teaching aid in your school.

Many eager youngsters voluntarily continue the game at home.

★ Colorful poster 15" x 18½" for team scores



And many mothers learn from the Early Bird score card that fruit, cereal and milk, bread and butter are all necessary for a good breakfast.

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### 3-WEEK GAME\*

You divide class into 4 teams: Robins, Blue Birds, Cardinals, Orioles. Each pupil gets score folder which tells better breakfast story, has room for daily check of breakfast foods eaten. You grade folders weekly, post team scores on wall poster. All winning team members get colorful EARLY BIRD BUTTON! All who have perfect scores get EARLY BIRD SEAL!

\*KELLOGG'S SENDS YOU FREE—Attractive score folders, wall poster, prize buttons, seals instructions for game. Write number of pupils, with your name, school and address, to Kellogg Co., CSJ-252, Home Economics Services, Battle Creek, Mich. Please state whether you have used game before. Your comments are welcomed!

**Kellogg's** OF  
BATTLE CREEK, MICHIGAN

### ONLY COWARDS DESPAIR

The 1951 theatrical closing of the National League pennant race, especially the spectacular ninth-inning home-run victory for a team which a few weeks before had been "counted out" of the running, deserved the admiration and applause of the sport world. The manager of the Giants says that he is entitled to no credit, that the members of his team simply refused absolutely to concede defeat so long as there was a possible chance of winning.

This ought to be a challenge to each one of us personally. It is frequently asserted by authorities who have studied deeply into the weaknesses of men that the devil has no more powerful weapon in his whole armory than the "temptation to despair." All of us are familiar with the frequent recurrence of the thought, "What's the use of trying?" Fortitude and perseverance are fundamental, basic virtues absolutely essential in the character of a good man. It is worth pondering over that constant, steady, patient, persistent striving always "pays off." What does this mean to me? What will I do about it? — "The St. Norbert College Times."

If you are not getting the **School Savings Journal** ask your principal to write to the Education Section, U. S. Savings Bonds Division, Treasury Dept., Washington 25, D. C.

## NEW SUPPLIES AND EQUIPMENT

### LIBRARY FURNITURE THEN AND NOW

Library Bureau of Remington Rand, Inc., has released a 6-page bulletin entitled "Equipment—Then and Now," by H. R. Datz, dean of its library department.

The story of progress in library furniture is told in a dramatic manner illustrated from photographs of modern equipment in use. Catalog cards and cases, charging desks, vertical files, unit wood shelves, color in libraries, visible records, and library buildings are some of the items covered.

You may get your copy of this interesting and informative bulletin from: *The Library Bureau, Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.*

### NEW SINGER SEWING AND CUTTING TABLE

The new Singer combination sewing and cutting table for schools and colleges is a model of convenience and efficiency. Each unit, 5 feet long, provides two sewing machines and work space for two additional students.

The table is 42 inches wide, 60 inches long, and 30 inches high. The detachable legs are of solid birch, 2½ inches square; the top is finished in Masonite.

Both machines are connected to a central junction box under the table from which a single electric cord may be plugged into wall or floor outlet.



*The new combination sewing and cutting table manufactured by Singer.*

While machines are in use, the extra table space may be used by other students. When the machines are not in use, the heads drop into place beneath the table, thus providing working table space for four students. There are drawers for sewing accessories and the Singer sewing stools available have a leatherette top under which there is space for students' possessions.

For additional information, address: *R. T. Weller, Educational Dept., Singer Sewing Machine Co., 149 Broadway, New York 6, N. Y.*

### UNUSUAL CATALOG OF NEW SUPERIOR COACH

"Superior by Every Safety Standard" is the theme illustrated in three colors in the attractive catalog describing the new 1952 Pioneer Safety School Coach.

(Continued on page 62A)

**QUICKLY FOLDS  
OR UNFOLDS**

**for changing  
ROOM USES**

**Mitchell**  
**FOLD-O-LEG**  
**tables**

**MORE** seating capacity  
**MORE** leg comfort  
**MORE** exclusive features  
**MORE** strength and rigidity  
**MORE** for your money

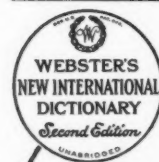
Churches, schools,  
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Clear it in minutes.

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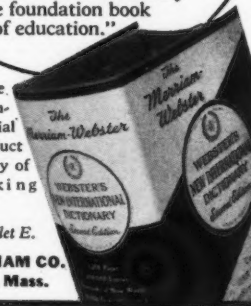
**Encyclopedic:** information on every subject, at your finger tips; 600,000 entries, 12,000 illustrations.  
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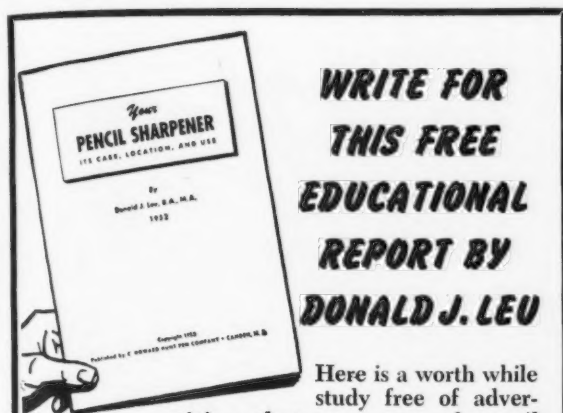
Compiled by the famous Merriam-Webster editorial staff; the product of over a century of dictionary-making experience.

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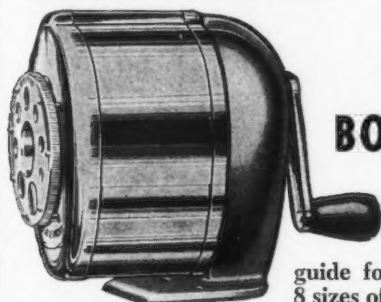






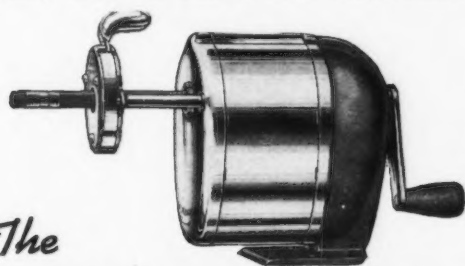
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EDUCATIONAL  
REPORT BY  
DONALD J. LEU**

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KS**

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**PENCIL SHARPENERS**

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PEAS in a POD*



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HAVE COMFORTABLE  
POSTURE-CORRECT  
SEATING with**



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Twenty-five or more copies, 12¢ each.  
Postage extra

**FATHER FRANCIS**  
1501 So. Layton Blvd. Milwaukee 15, Wis.

## New Supplies

(Continued from page 60A)

A section of this unusual catalog deals with passenger safety; another division with new features of driving safety; other sections describe safety of frame, ribbed paneling, close integration of construction, manufacturing methods, and safety education.

You may obtain the new catalog from any Superior distributor or from: *Superior Coach Corporation, Lima, Ohio.*



*Mr. Fitzwater, director of visual education, Chicago (center); his assistant, Mr. Geisert (left); and Mr. Peterson of the Bell & Howell Co., preparing to demonstrate a Filmosound Projector.*

(Continued on page 64A)

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Basic English Texts for the Elementary Grades. Four color illustrations and easily readable typeface on velvet non-glare paper. A thorough training in the Basic English Skills. Workbooks, Teacher's Manuals.

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471 West 33rd Street

New York 1, N. Y.

## New Supplies

(Continued from page 62A)

### TASTE-TROUGH ROASTING PANS

The Harlow C. Stahl Co. has named its latest aluminum roasting pans "Taste-Trough" because of a built-in trough which seals in the meat and flavor juices, providing a natural self-basting. Another feature is the "cuddle handles" which lie close to the pan when not in use. And each of the larger pans has steel reinforcing straps.



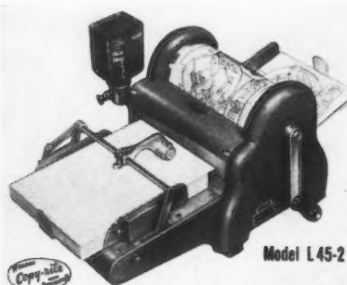
The new "Taste-Trough Roasting Pan."

The larger size pan, called the "1620," is 16½ by 20½ by 9 inches. A smaller one, the "1812," is 12 by 18 by 7 inches. Other sizes are coming.

For complete information write to: The Harlow C. Stahl Co., 1375 East Jefferson Ave., Detroit 7, Mich.

### NEW IMPROVED LIQUID DUPLICATOR

The new Model L-45-2 Copy-rite Liquid Duplicator just announced by the Wolber company will replace the company's "Old Reliable" L-45.



The new Model L-45-2 Copy-rite Liquid Duplicator, Wolber Duplicator & Supply Co.

The new machine has a new automatic master lock with which the operator can open the drum lock to receive master copy by merely turning the handle in reverse. A new device insures better stacking of paper and new paper guides simplify the positioning of various sizes.

For further details, write to: Wolber Duplicator & Supply Co., 1203 Cortland St., Chicago 14, Ill.

### OUTSTANDING CATHOLIC FILMS

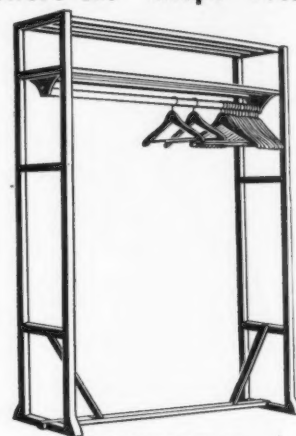
A beautifully illustrated catalog of 16mm. Feature Films prepared exclusively for Catholic educational, social, and entertainment programs has just been published by Simpex Religious Classics.

The new catalog describes eight new Catholic films with commendations from a number of priests. Three of the films released in October, 1951, are: *Christ the King*, *Father Christopher's*

(Concluded on page 66A)



## Answers the "Wraps" Problem



### ACCOMMODATES 32

Sets up in a minute without nuts, bolts or tools. Height adjustable for adults, small children or long robes and vestments. Ideal for churches, Sunday schools or parish houses. Four-foot rod for coat hangers or 16 2-sided snap over hooks provided if specified. Sturdy welded steel construction, designed and manufactured by maker of OFFICE VALET Wardrobe Equipment for public buildings and institutions.

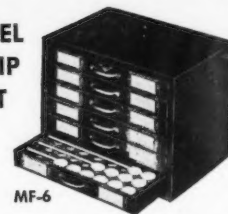
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just for them...*

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The popular prayer book which Sisters everywhere have praised so highly because it actually meets the needs of boys and girls they are preparing for their First Holy Communion.

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- Studio Size tubes, 4" x 1"
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Compiled in cooperation with art educators, designed for a limited budget, and based on a class of 30 students.



CRAYOLA—Large size crayons, 8 colors. 1 box No. 38 per pupil.



ARTISTA POWDER PAINT  
1 pound each Red, Yellow, Blue, Green, Black, Brown  
—2 pounds White per class.



SHAW  
FINGER-PAINT  
2 pints each Red, Green, Blue, 1 pint each Yellow, Brown, Black per class.



CLAYOLA  
MODELING CLAY—  
10 pounds per class.  
Available in 1/4 to 5 lb. bars, in 9 mel-low colors.

### Other Art Materials

- |                     |                                 |
|---------------------|---------------------------------|
| Firma-Grip Paste.   | 2 quarts No. 321 F per class    |
| Building Blocks.    | 1 large set per class           |
| Artista Brushes.    | Large No. 11, 1 dozen per class |
| Scissors.           | Small, 1 dozen per class        |
| Paper—Plain—        | 2 Reams Cream Manila, 12 x 18   |
|                     | 2 Reams News Print, 18 x 24     |
| Colored—            | 200 Sheets Asst., 12 x 18       |
| Finger-Paint Paper— | 200 Sheets, 16 x 22             |

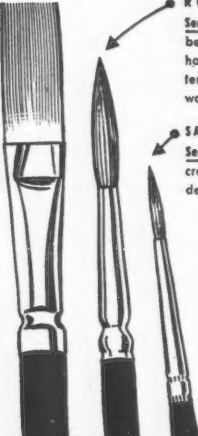
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- *Special Rates to Catholic  
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## New Supplies

(Concluded from page 64A)

Prayer, and *St. Benedict*. Released in November is: *Loyola—The Soldier Saint*; in December, *The Priest and the Devil* (life of the Curé of Ars); in January, 1952, *Refuge of Sinners*. To be released in February, 1952, is: *Our Lady of Mercy*; in March, 1952, *I Will Be Love* (the story of the Little Flower).

For a free copy of this attractive booklet write to: *Simpex Religious Classics* at 1564 Broadway, New York 19, N. Y.

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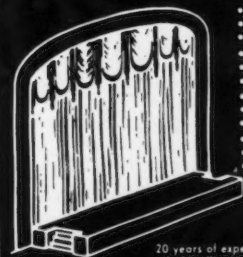
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20 Adirondack Chair Company.....	66A	255 Lohmann Company, E. M. ....	13A
21 All American Suppliers.....	63A	256 Long's College Book Co. ....	66A
22 Allied Radio Corp. ....	36A	257 Macmillan Co., The. ....	16A
23 American Crayon Company.....	58A	258 Maico Company, Inc., The. ....	15A
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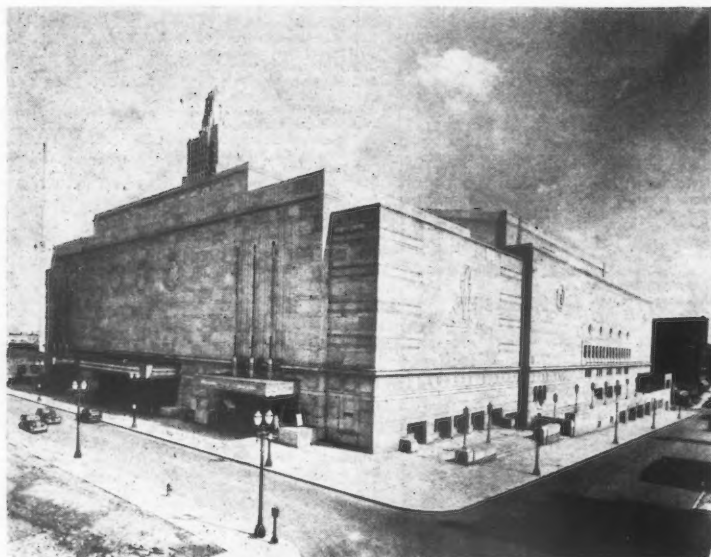
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